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nd Catholic District School Board Writing Partnership

Course Profile

(for a locally Developed Course)

Essential English
Grade 9

- *for teachers by teachers*

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Course Profiles are professional development materials designed to help teachers implement the new Grade 9 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for education purposes.

Any references in this document to particular commercial resources, learning materials, equipment, or technology reflect only the opinions of the writers of this sample Course Profile, and do not reflect any official endorsement by the Ministry of Education or by the Partnership of School Boards that supported the Production of the document.

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Acknowledgments

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The new *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements (OSS)*, 1999 enables school boards to develop three local compulsory-credit courses, one in each of the following subjects: English, Mathematics, and Science. To provide a model of how these courses could be developed, the Ministry of Education has funded the following sample Course Profiles: "Essential English," "Essential Mathematics," and "Essential Science."

The *Guide to Locally Developed Courses, Grades 9 and 10: Approval Requirements and Procedures* provides information to assist school boards in preparing their requests to the Ministry of Education for approval of their own Grade 9 locally developed courses, to be offered in the 1999-2000 school year, under OSS. The document is available on the ministry's web site at http://www.edu.gov.on.ca.

BDC - 3096

Course Overview (for a locally developed course)
Essential English, Grade 9

School:
Department: English
District:
Course Title: Essential English (for a locally developed course)
Grade: Nine
Course Type:
Development Date: April - July 1999
Ministry Course Code:
Credit Value: 1.0
Secondary Policy Document: English

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Description/Rationale

This course emphasizes the key reading, writing, oral communication and thinking skills students need for success in secondary school and in their daily lives. In particular, the program works toward preparing students to enter the Grade 11 course in English, Workplace and to complete the literacy test successfully. Students read a variety of narrative and expository forms, poetry, and drama and practise the skills necessary for clear and accurate spoken and written language. In particular, course activities will help develop confidence and self-esteem and provide motivation to succeed in school and life.

Course Organization

Unit 1	Finding Our Voices: Introduction and Diagnostic Activities	15 hours
Unit 2	Story Telling: Narrative Voices	25 hours
Unit 3	Creative Voices	12.5 hours
Unit 4	Informational Voices	25 hours
Unit 5	Dramatic Voices	12.5 hours
Unit 6	Speaking Out: Expressing Our Voices	20 hours

Appendix A	Coded Expectations
Appendix B	Assessment Tools

Accommodations

The following considerations apply to each of the units in this course.

1. Any student or group of students may require accommodations in response to specific needs at different times and in varied circumstances.
2. In order to make specific modifications and accommodations for the needs of their students, teachers should consult with their colleagues in the Special Education Department.
3. Appropriate accommodations should be part of the planning of each unit activity in terms of particular students and their specific needs.
4. Instructional and assessment activities must take into account the strengths, needs, learning expectations and accommodations as identified in the Individual Education Plan whether students are formally identified or not. (Regulation 181/98)

5. Accommodations to curriculum, instruction, assessment, and evaluation may include but are not limited to:
    - alternative tasks and activities
    - expanded expectations and opportunities for enrichment
    - more time for learning and completion of activities
    - use of specialized equipment and assistance
    - use of available adaptive technologies to assist students (i.e. computer assisted learning)
    - varied assessment strategies
    - alternative assessment models and materials to address various individual learning styles and needs
    - use of special resources, such as: varied reading levels, learning styles, video/audio tapes, learning resources that provide direct experiences of seeing and touching, etc.
6. Some students with an IEP may require selected expectations to meet the individual student's needs. As outlined in *Ontario Secondary School, 1999,* the principal will determine whether achievement of these modified expectations warrants successful completion of the course.

General Planning/Course Notes

1. Unit 1 has been designed to be offered as the introductory unit to the course and to secondary school. Units 2 through 5 have been designed to be delivered in any sequence, as appropriate to student readiness, teacher preference, and resource availability. Unit 6 has been largely designed to be a culminating activity. However, student interest, local circumstances, and current events may make Unit 6 more timely at another time during the course.
2. Times suggested for the units, and the activities within the units, are approximations. Most units contain a variety of activities, which if completed thoroughly, would run over the time allowed. This is intentional to allow teachers a repertoire of activities and strategies from which to select to meet the highly individualized needs of the students in this program. Teachers should provide flexibility in both timing and approach to allow for varying student interest, aptitude, and need.
3. Grammar and Usage, Spelling and Punctuation activities should be incorporated at appropriate times throughout the program. Ideally, they should be integrated into all writing activities. Suggestions for appropriate activities have been included in each unit; however, teachers should utilize these activities to meet the specific writing needs of students. Throughout the course, students develop an understanding of the editing, proofreading, and publishing process. They incorporate accurate knowledge of grammatical and usage conventions, correct spelling, and appropriate punctuation as a prerequisite of effective writing.
4. Many of these activities allow students to review their personal background notes for sharing in a public format, either oral or written. This may be difficult for some students because of personal history, learning exceptionality, or other reasons. Teachers should be sensitive to an individual student's reluctance to share personal information and allow a student to use fictional characters or another information source as a substitute. The activities suggest alternate fictional resources or approaches that may be utilized as appropriate at these times.
5. The writers have provided examples of rubrics and checklists; teachers may wish to adapt or modify these rubrics for individual classes. As well, teachers should develop/find rubrics which meet the needs of their students. It would also be beneficial for students to have opportunities to participate in the development of appropriate rubrics and checklists to enhance and ensure understanding of assessment strategies and criteria.

6. As technology is used as a learning tool throughout the course, it is essential that teachers instruct students in its appropriate use. In particular, students may need instruction regarding:
   - appropriate and safe use of equipment
   - appropriate, safe and ethical use of e-mail
   - appropriate, safe and ethical use of Internet web sites

   The activities in this course recommend various methods for incorporating technology. However, at no time should students be allowed unrestricted or unsupervised access to any technology in a school setting. In particular, it is recommended that teachers preview all websites listed in this program for appropriateness and suitability for their own particular students, before allowing student access.
7. The selection of texts/readings should be representative of the cultural groups that make up the Canadian mosaic, and reflect, wherever possible, local interests and characteristics. Teachers should ensure that content is free of bias towards disabled people, belief systems, socio-economic status, or varying cultural, family, ethnic or gender groups. The teacher should evaluate all literature choices to ensure inclusivity for all students.
8. Teachers are encouraged to collaborate with parents and members of the community to implement the course fully. Some activities suggest opportune moments to incorporate local resources, but teachers of individual classes in diverse communities should be constantly aware of moments when the real world may be linked to the classroom.

Unit Organization

Unit 1: Finding Our Voices: Introduction and Diagnostic Activities
Time: 15 hours

Description
Students are introduced to the structure, processes and strategies needed to be successful in this English course, grade nine, secondary school, and daily life. Students receive orientation to reading habits, writing processes, oral communication, work, thinking and group skills. Students begin to explore the key elements of literature found within the four main units: narrative, exposition, poetry and drama. Diagnostic classroom activities provide the teacher with information in order to tailor the program to meet the needs of individual students.

Strand(s): Literature Studies and Reading, Writing, and Language
Overall Expectations: LRV.01, WRV.01, WRV.03, WRV.04, LAV.01, LAV.02, MEV.02.
Specific Expectations: LR1.01, LR1.04, LR1.06, WR1.01, WR1.04, WR3.01, WR4.03, WR5.01, LA1.01, LA1.02, LA1.03, LA2.01, LA2.02, LA2.03, LA2.05, LA2.07, ME2.02.

Unit 2: Story Telling: Narrative Voices

Time: 25 hours

Description

Students experience varied forms of narrative in order to develop inquiry skills, make connections, and extend their experiences. Students develop an understanding of reading strategies and the conventions of different forms of literature and language.

Strand(s): Literature Studies and Reading, Writing, Language, and Media Studies
Overall Expectations: LRV.01, LRV.02, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05, LAV.01, MEV.02.
Specific Expectations: LR1.01, LR1.02, LR1.03, LR1.05, LR1.06, LR1.07, LR2.02, WR1.01, WR1.02, WR1.03, WR1.04, WR2.01, WR2.02, WR3.01, WR3.02, WR3.03, WR4.01, WR4.02, WR5.01, LA1.01, LA1.02, LA1.03, ME2.01.

Unit 3: Creative Voices

Time: 12.5 hours

Description

Students are exposed to a variety of poetic forms that exist in many guises throughout our society. Students examine songs, slogans, ballads, advertising jingles and advertising print as forms of poetry and poetic use of language. Traditional forms of poetry reflect student interest. Students examine the use of language, imagery, and stylistic techniques that characterize poetry's emphatic message. They gain an understanding that "poetry" is a constant in our lives conveying powerful emotions, experiences, and cultural characteristics. Students respond to and create a variety of expressions, concluding with the creation of a personal anthology.

Strand(s): Literature Studies and Reading, Writing, Language, and Media Studies
Overall Expectations: LRV.01, LRV.02, WRV.01, WRV.02. WRV.03, WRV.04, WRV.05, LAV.01, LAV.02, MEV.01, MEV.02.
Specific Expectations: LR1.01, LR1.02, LR1.07, LR2.02, WR1.02, WR2.01, WR2.02, WR3.03, WR4.01, WR4.02, WR5.01, LA1.01, LA2.01, LA2.02, LA2.05, LA2.06, ME1.01, ME1.02, ME2.02.

Unit 4: Informational Voices

Time: 25 hours

Description

In this unit, students will use a variety of informational text to learn and understand more about themselves and their world, and to create their own messages. Students will read, write, view and create a variety of informational texts (e.g., newspapers, pamphlets, print and TV advertising, workplace and learning materials, etc.). The students will develop a variety of strategies to understand and interpret informational text, identify target audience and interpret explicit and implicit messages. In particular, students will explore how the characteristics of the intended audience help determine the content, tone and style of delivery in an emphatic message.

Strand(s): Literature Studies and Reading, Writing, Language, and Media Studies
Overall Expectations: LRV.01, LRV.02, LRV.03, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05, LAV.01, LAV.02, MEV.01, MEV.02.
Specific Expectations: LR1.01, LR1.02, LR1.03, LR1.04, LR1.05, LR1.06, LR1.07, LR2..01, LR2.02, LR3.01, WR1.01, WR1.02, WR1.03, WR1.04, WR2.01, WR2.02, WR3.01, WR3.02, WR3.03, WR4.02, WR5.01, LA1.01, LA1.02, LA1.03, LA2.06, ME1.01, ME1.02, ME1.03, ME1.04, ME2.02, ME2.03.

Unit 5: Dramatic Voices

Time: 12.5 hours

Description

In this unit, students will read, experience and participate in a variety of dramatic activities in order to explore conflict and characterization, understand motivation and other points of view, and experiment with dramatic presentation. Through their study of various forms of dramatic expression, students will respond to the liveliness of the dramatic form and practise communication skills for different audiences and different reasons.

Strand(s): Literature Studies and Reading, Writing, Language, and Media Studies
Overall Expectations: LRV.01; LRV.02; LRV.03; WRV.01; WRV.02; WRV.03; WRV.04; WRV.05; LAV.01; LAV.02; MEV.01; MEV.02.
Specific Expectations: LR1.01; LR1.02; LR1.03; LR1.04; LR1.05; LR1.07; LR2.01; LR2.02; LR3.01; WR1.01; WR1.02; WR1.03; WR1.04; WR2.01; WR2.02; WR3.02; WR3.03; WR4.01; WR4.02; WR5.01; LA1.01; LA1.03; LA2.01; LA2.02; LA2.03; LA2.04; LA2.05; LA2.06; LA2.07; ME1.01; ME1.02; ME1.03; ME1.04; ME2.01; ME2.02.

Unit 6: Speaking Out: Expressing Our Voices

Time: 20 hours

Description

Students incorporate knowledge and skills from all units in a culminating class activity. With teacher assistance, students will develop an investigative study of an issue or theme of class, local or regional significance. Students practise the skills of narrative, poetic, dramatic, expository and media creation. They research an issue, select a specific audience, and develop written, oral, and media projects expressing ideas and opinions about the issue in order to create a real and meaningful difference in their community. Theme selection should directly correspond to student interests, abilities, and potential to provide real and significant leadership opportunities. Some themes or projects could include: Smoke-Free Schools, Environmental Awareness, Drug-Free Lifestyles, Cultural Studies, Literacy Promotion. The theme should directly correspond to student interests, abilities, and potential to provide real and significant leadership opportunities.

Strand(s): Literature Studies and Reading, Writing, Language, and Media Studies
Overall Expectations: LRV.01, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05, LAV.01, LAV.02, MEV.02.
Specific Expectations: LR1.01, LR1.02, LR1.04, LR1.05, LR1.06, LR1.07, WR1.01, WR1.02, WR1.03, WR1.04, WR2.01, WR2.02, WR3.02, WR3.03, WR4.01, WR4.02, WR5.01, LA1.03, LA2.01, LA2.02, LA2.03, LA2.04, LA2.05, LA2.06, ME2.01, ME2.02.

Image of the Learner

The majority of the activities have been developed based on prior learning essential for the individual student to succeed. This is intended to reflect the nature of the learners in this program. These students often may:

- possess a wide range of knowledge, abilities, and skills in each of reading, writing, speaking, listening, viewing, and presenting. Students may range from non-readers to fluent and sophisticated readers; non-speakers to articulate and powerful speakers; non-writers to creative and accurate writers, etc.;
- possess a wide range of knowledge, abilities and skills. Students who may have sophisticated speaking skills may be non-writers; students with a wide range of general knowledge and thinking skills may be non-readers, etc.;
- have behavioural, maturational, social, and cultural experiences that have influenced their progress in school;
- have attendance patterns ranging from perfect to highly erratic and unpredictable;
- have had life- and school-experiences that necessitate a program that consciously develops and recognizes opportunities to provide growth in self-esteem, self-worth, confidence, and appropriate and safe risk-taking;
- have a wide range of physical, emotional, developmental, and/or behavioural needs that must be addressed throughout any and all activities;
- have a range of interests, strengths, and priorities that are often focused outside the classroom. Much school success can be obtained when class activities are directly related to these areas of interest and strength;

- have a variety of directions available to them at the conclusion of the Grade 9 Essential English program. Some students will continue to the English, Workplace course in Grade 11. Other students may continue in grade 10 English, Applied (or even Academic), while still others may most appropriately be served by a modified program with a literacy and life skills focus. Any program should build in flexibility to ensure that student are adequately prepared to proceed at the most appropriate level in future courses.

Thus, a wide range of activities, resources, and assessment and evaluation strategies is essential throughout all stages of the program.

It is suggested that each class in the Essential English program provide opportunities to the students for:
- reading, either to themselves or to others;
- writing, in Response Journals and other forms;
- listening, to auditory texts, peers and the teachers;
- practising appropriate language usage, grammar, and spelling conventions;
- making real life connections between the classroom activities and the world, especially the world of work;
- making personal connections between classroom activities and their own lives;
- assessment opportunities, by themselves, by peers, and by the teacher, providing feedback that allows them to build on personal strengths;
- using instructional technology on a regular and on-going basis for research, drafting, editing, and polishing of materials.

Prior Learning Required

On-going teacher-diagnosis and assessment of the strengths and needs of the students are important and include reading, writing, vocabulary development, listening, and speaking skills, learning style, etc. In all activities, teacher flexibility will be necessary to adapt, modify, and teach specific elements of the activities to allow students to meet the expectations of the program.

However, the course activities assume that students have had some prior experience with:
- working in a variety of classroom settings;
- rules and expectations for classroom behaviour and learning success;
- working in a group and practising team work skills;
- co-operative group learning terms;
- paper and pencil tasks: quizzes, worksheets, journal responses, charts, graphic organizers;
- basic concepts such as: sequence of a story, similarities and differences, plot, character, setting, theme, lesson, etc.;
- structural elements of texts: title page, table of contents, graphic illustrations, etc.;
- a variety of genre: narrative, drama, poetry, exposition, etc.;
- the writing process: ideas, organization, rough draft, revision, editing, polished copy etc.;
- punctuation, spelling, and grammar and usage conventions;
- working with information technology to word process, access web sites, etc.;
- presenting orally to another student, the teacher, or a small group.

In particular, students will have experiences a variety of learning experiences and activities as prescribed by the following OSS Policy documents:
Ontario Ministry of Education and Training. *Choices Into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools*. Toronto: Queen's Printer, 1999.
Ontario Ministry of Education. *Cooperative Education: A Resource Guide*. Toronto: Queen's Printer, 1980.
Ontario Ministry of Education. *Handbook for Teachers of Students With Learning Disabilities*. Toronto: Queen's Printer, 1980.
Ontario Ministry of Education and Training. *The Ontario Curriculum Grades 1-8 Language*. Toronto: Queen's Printer, 1997.
Ontario Ministry of Education and Training. *Provincial Standards Language. Grades 1-9.* Toronto: Queen's Printer, 1995.

Assessment and Evaluation

Assessment and evaluation for the students in this program is most appropriate when it allows for:

- regular and frequent formative assessment with consistent feedback;
- a variety of assessment tools and methods other than pencil and paper;
- building on the student's capabilities and strengths;
- concrete, specific and incremental steps that specify exactly what is required to succeed;
- performance based, authentic assessment: performing for "real" reasons;
- problem-based learning;
- a variety of teaching and learning styles;
- building in of organizational strategies and timelines to model how to become increasingly independent and responsible for their own learning;
- peer and teacher monitoring of achievement and success;
- de-emphasis on the "mark" as a motivator and building in other intrinsic and extrinsic rewards (e.g., parent phone call with good news, certificates, class/school recognition, celebrations – formal and informal, etc.);
- student participation in the development of assessment tools such as checklists and rubrics;
- the use of technology for research, composition of drafts, and creation of polished finished products.

Cumulative Evaluation

The course has been designed to incorporate a final cumulative evaluation of 30%. The suggested approach is:

20% Unit 6: Process, Product and Presentation
10% Final test

Resources

School and Employability Skills

Bernard Jeanne, Taline Kavoukian, Fran Lloyd, Dave Studd, and Ron Tauer. *You've Got It – Use It: Strategies and programs that empower students at risk (to stay in school).* Toronto: OSSTF/The Learning Consortium, 1995. ISBN 0-920930-64-6

Bennett, Barrie and Peter Smilanich. *Getting Started: Classroom Management*. ISBN 0-9695388-1-2

Breeder, Terri and Emalie Egan. *Strategies and Activities to Raise Student Achievement*. Nashville: Incentive Publications, Inc., 1995. ISBN 0-86530-315-0

Clarke, Judy, Ron Wideman, and Susan Eadie. *Together We Learn: Cooperative Small Group Learning*. Scarborough: Prentice-Hall, 1990. ISBN 0-13-924556-1

DeWaard, Rhonda. *Learning is the Future*. USA: Instructional Fair, Inc., 1988.

Hewitt, Jean D. *Playing Fair: A Guide to the Management of Student Conduct*. Vancouver: EduServ, 1992.

Reading, Literacy, and Language

Bunnell, Jean. *400 Words That Work: A Lifeskills Vocabulary Program*. Maine: J. Weston Walch, Publisher, 1992. ISBN 04104-0658

Canadian School Book Exchange (used texts; call toll free: (800-335-5043; 905-828-7200; FAX 905-828-7210)

Costello, C., T. Palmer, and M.L. Smitheram. *Contacts: Teaching Literacy and Communication Across the Curriculum*. Toronto: OSSTF, 1997. ISBN 0-920-930-84-0

Cunningham, Patricia, and Dorothy Hall. *Month By Month Phonics for Upper Grades*. North Carolina: Carson-Dellosa Publishing Company, 1998. ISBN 0-88724-473-4

Dressel, Mark. *Grammar Grades 7 – 8*. ISBN 1-56822-137-1

Elliott, Rebecca. *Painless Grammar*. New York: Barron's Educational Services, Inc., 1997. ISBN 0-8120-9781-5

Groeber, Joan F. *More Than 100 Tools for Literacy in Today's Classroom*. Illinois: Skylight Publishing, 1999. ISBN 1-57517-143-0

Hancock, Lisa, Jean Richert, and Mollie Brittenun. *Reading Comprehension: Grades 7 – 8*. USA: Instructional Fair, Inc., 1995. ISBN 1-56822-135

Media Literacy: Resource Guide. Toronto: Ministry of Education, 1989. ISBN 0-7729-5090-3

Pacemaker's Passage to Basic English. Scarborough: Globe Fearon (Prentice Hall Ginn), 1999. ISBN 0-835-93463-2

Schrampfer, Betty. *Basic English Grammar*. New Jersey: Prentice Hall Regents, 1996. ISBN 0-13-368317-6

Taggart, Robert. *Power Basics: Integrated Language Skills*. Maine: J. Weston Walch, 1998. ISBN 0-8251-3556-7

Wilhelm, Jeffrey D. *"You Gotta Be the Book": Teaching Engaged and Reflective Reading with Adolescents*. New York: Teachers College Press, 1997. ISBN 0-8077-3566-3

Yohe, Tom and George Newall. *School House Rock: The Official Guide*. New York: Hyperion, 1996. ISBN 0-7868-8170-4

Web sites

Academy of Reading
http://www.autoskill.com
Contains information on the "Teacher's Workbook" for the *Academy of Reading*, a comprehensive software program created to help children and adults realize their full reading potential. Copyright Autoskill International, 1994, 1997.

Reading Capabilities
http://www.readbygrade3.com/
Provides links to reading and reading disabilities sites.

Resources for Teachers

Instructional Technology

Shipton, John. *Connections: Learning and Teaching the New Technology. A Resource Book.* Toronto: OSSTF, 1996. ISBN 0-920930-74-3

Assessment and Evaluation

Cornfield, R.J., Kathleen Coyle, Beverley Durrant, Karl McCutcheon, John Pollard, and William Stratton. *Making the Grade: Evaluating Student Progress*. Scarborough: Prentice-Hall, 1987.

Midwood, Dale, et al. *Assess for Success: Assessment, Evaluation and Reporting for Successful Learning*. Toronto: OSSTF Educational Services, 1993.

Teaching Strategies

Bellanca, James. *The Cooperative Think Tank: Graphic Organizers to Teach Thinking in the Cooperative Classroom*. Illinois: IRI/Skylight Publishing, 1990. ISBN 0-932935-45-1

Bellanca, James. *The Cooperative Think Tank II: Graphic Organizers to Teach Thinking in the Cooperative Classroom*. Illinois: IRI/Skylight, 1992. ISBN 0-932935-44-3

Parry, Terrence and Gayle Gregory. *Designing Brain Compatible Learning*. Illinois: Skylight, 1998. ISBN 1-57517-042-6

Ur, Penny and Andrew Wright. *Five Minute Activities: A Resource Book of Short Activities*. Cambridge: Cambridge University Press, 1992. ISBN 0-521-39781-2

Winebrenner, Susan. *Teaching Kids With Learning Difficulties in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Challenge and Motivate Struggling Students*. Minneapolis: Free Spirit Publishing, 1996. ISBN 1-57542-004-X

Videos

"Multiple Perspectives". The Metropolitan Toronto School Board. 1994.

"Literacy: Strategies for Teachers by Teachers (Building Literacy in the Classroom)." The Metropolitan Toronto School Board. 1997.

Web sites

Mr. Reynold's Home Page
http://www.woodward.k12OK.US/~/reynoldsk/poetry.htm
Lesson plans for teachers, students and parents: film study, book reports, independent novel study, and poetry.

Outta Ray's Head
http://www3.sympatico.ca/ray.saitz
A collection of lessons with handouts for poetry, autobiography, literature, writing, lyrics, and short stories.

Course Evaluation

The teacher and students should evaluate the purpose, content, methodologies and strategies at various times throughout the course. Ideal times would be at the end of each unit and at the end of the course. A sample template that teachers may adapt for use to obtain student input into the course has been provided in Appendix B: Assessment Tools.

Unit 1: Finding Our Voices: Introduction and Diagnostic Activities

Time: 15 hours

Unit Description

In this unit, students are introduced to the structure, processes, and strategies needed to be successful in this English course, Grade Nine, high school, and daily life. Students receive orientation to reading habits, writing processes, oral communication, work, thinking, and group skills. Students explore in an introductory manner the key elements of literature found within the four main units: narrative, exposition, poetry, and drama. Diagnostic classroom activities provide the teacher with information to tailor the program to meet the needs of individual students.

Strand(s) and Expectations

Strand(s): Literature Studies and Reading, Writing, Language, Media

Overall Expectations: LRV.01, WRV.01, WRV.03, WRV.04, LAV.01, LAV.02, MEV.02.

LRV.01 - select, read, and demonstrate an understanding of a variety of literary and informational texts which are both personally meaningful and relevant to their courses of study;
WRV.01 - use specific strategies to gather information and generate ideas for written work;
WRV.03 - use an organizational pattern to structure their ideas for writing texts;
WRV.04 - use strategies for revising written work;
WRV.05 - use strategies for editing and proofreading written work, with an emphasis on the conventions of Standard Canadian English;
LAV.01 - use vocabulary and language conventions to read, write, and speak clearly and correctly;
LAV.02 - use listening techniques and oral communication skills to participate in large and small group discussions for a variety of purposes;
MEV.02 - use knowledge of a variety of media forms, purposes, and audiences to create media works.

Specific Expectations:

Literature Studies and Reading

LR1.01 - demonstrate understanding of text by making inferences, drawing conclusions and supporting opinions about the text and by making personal connections to issues and ideas in the text;
LR1.04 - use the features of the text to locate information;
LR1.06 - set personal goals for reading demonstrating, both to their teachers and to themselves their reading progress over time.

Writing

WR1.01 - use a variety of strategies to generate sufficient content and ideas;
WR1.04 - use Response Journals as a source of information and for writing assignments;
WR3.01 - highlight key words in questions and prompts to present appropriate information and ideas in homework questions;
WR4.02 - use the feedback of others to improve the quality of ideas and organization in writing;
WR5.01 - use strategies to edit and proof read writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation.

Language

LA1.01 - use strategies … to expand vocabulary gained from a variety of real and relevant contexts;
LA1.02 - set goals for vocabulary development and show evidence of a growing vocabulary in their oral language and in writing;
LA1.03 - select appropriate words and phrases to suit the audience and the purpose, showing an understanding of the difference between language used in the classroom and the language used with peers;
LA2.01 - demonstrate the skills necessary for working successfully with others in groups;
LA2.02 - use key listening techniques and oral communication skills to accomplish tasks in groups;
LA2.03 - follow classroom rules for respectful speaking in turn;
LA2.05 - demonstrate appropriate listening behaviour;
LA2.07 - set goals to improve classroom behaviour and work habits.

Media

ME2.01 - adapt a work for presentation in another media form.

Activity Titles (Time and Sequence)

Activity 1	Getting Started!	225 minutes
Activity 2	Working Together!	300 minutes
Activity 3	Getting to Know Yourself!	150 minutes
Activity 4	Planning Ahead!	225 minutes

Activity 1: Getting Started!

Time: 225 minutes

Description

The beginning days are for introductory and diagnostic purposes. Class rules and expectations are established with the students to create a positive environment for classroom learning. The writing and reading elements allow the teacher to observe various learning styles and begin to establish the individual needs of the student.

Strand(s) and Expectations

Strand(s): Literature Studies and Reading, Writing and Language

Overall Expectations: LRV.01, WRV.01, WRV.03, LAV.02.

LRV.01 - select, read, and demonstrate an understanding of a variety of literary and informational texts which are both personally meaningful and relevant to their courses of study;
WRV.01 - use specific strategies to gather information and to generate ideas for written work;
WRV.03 - use an organizational pattern to structure their ideas for writing texts;
LAV.02 - use listening techniques and oral communication skills to participate in large and small group discussions for a variety of purposes.

Specific Expectations:

LR1.01 - demonstrate their understanding of text by making inferences, drawing conclusions, and supporting opinions about the text and by making personal connections to issues and ideas in the text;
LR1.04 - use the features of the text to locate the information they need (i.e., table of contents, indices, headings, bold words and phrases, synopsis on the back cover of a novel);
WR1.01 - use a variety of strategies to gather information and to generate ideas for written work;
WR1.04 - use Response Journals as a source of information and ideas for writing assignments;
WR3.01 - use key words in questions or prompts to present appropriate information and ideas in homework answers;

LA2.01 - demonstrate the skills necessary for working successfully with others in groups;
LA2.02 - use key listening techniques and oral communication skills to accomplish tasks in groups;
LA2.03 - follow classroom rules for respectful speaking in turn;
LA2.05 - demonstrate appropriate listening behaviours (i.e., eye contact, leaning toward the speaker, not talking).

Planning Notes

The teacher will:

- refer to Image of the Learner and other notes in the Course Overview;
- prepare the ice-breaker "Find Someone Who..." Chart; (See Appendix 1 at the end of this unit.)
- establish the initial three basic rules to begin the class in an orderly fashion;
- select a short story without an ending, suitable for the interests and level of the class;
- select a variety of school-related informational texts (i.e., agenda book, school policy, computer code of ethics, appropriate Use of Internet policies, course selection booklet, dictionary, encyclopedia, subject textbooks);
- prepare an organizer to assist students in locating and using the component parts of common school textbooks;
- state and post the Six P's for Student Success: Punctual, Polite, Producing, Participating, Present, Prepared to generate ideas for creative class expectations;
- prepare a chart for the development of an ongoing behaviour rubric.

Teaching/Learning Strategies

1. Students are welcomed into a new, positive, classroom atmosphere.
2. To facilitate student comfort level with peers, the teacher engages them in several ice-breaker activities over time, beginning with "Find Someone Who"...Chart. (See Appendix 1). Additional ice-breakers are available in *Project Wild: Activity Guide*., referenced in Resources. Students circulate and interact by asking questions of each other, and explaining their experience/choice given.
3. The teacher establishes three social rules to benefit all while participating in the activity: hand up to speak; one speaker at a time; respect everyone. The teacher and class may spend time developing a common understanding of what "respect" looks and acts like in a classroom setting.
4. The teacher introduces the concept of reading a story without an ending. It is explained that after the story is read as a group, various ending "ideas" are generated by brainstorming.
5. The students listen, and follow along in print, while the teacher reads the story.
6. While modelling brainstorming on the board, the teacher contributes and seeks ideas for an ending to the story. (Note: during discussion the teacher encourages and promotes creativity and acceptance of all ideas.) The students may complete a self-assessment checklist on their participation in the brainstorming activity. (See Appendix 1.)
7. After reviewing steps in the previous activity (read story, brainstorm endings), the teacher assigns an independent, diagnostic, reading and writing activity.
8. The teacher gives students a story to read and asks them to create an ending independently.
9. While the students are reading and writing, the teacher observes students to begin an ongoing assessment of learning styles, task readiness and accommodation needs. See "Learning Styles" in *Assess for Success*, pp. 56-64. (Reference is included in Resources.)
10. The teacher distributes course outlines to the students and explains the overview of the course and assessment.
11. The teacher introduces the concept of "informational text" by brainstorming with students the types used most commonly in a school: dictionaries, subject textbooks, encyclopedias, etc.
12. The teacher reviews and discusses the school policy and appropriate use guidelines for the Internet with the students.

13. In pairs or small groups, students examine various subject texts to become "experts" on the organizational features (e.g., table of contents, index, glossary, etc.) using a teacher-provided organizer to highlight the parts of the texts.
14. The groups prepare and deliver brief oral presentations to other groups of students on the important details found in the informational texts.
15. Students complete a "scavenger hunt" using a new informational text to locate a variety of items.
16. Students are asked to have a 3-ring binder and five dividers for notebook organization. (Sample organization: Writing as Process; Reading Response and Strategies; Language and Vocabulary; Grammar and Punctuation; Media and Technology). Students are encouraged to provide, organize, store, and maintain their own binders. However, if the students in the class require more teacher direction and supervision, the teacher may provide the items initially (perhaps in return for community service activities in class or school), and provide a safe location in the classroom for their storage and ongoing maintenance.
17. The teacher models organization of the notebook by creating a sample binder. This binder is kept on the teacher's desk, and is maintained with current handouts and worksheets as a resource and ongoing model for the students.
18. The teacher highlights use of the Response Journal in the English classroom as an ongoing activity throughout the course. The teacher highlights such details as:
    i. The Journal is a personal piece of writing. Ideas and thoughts are not judged.
    ii. The teacher writes back regularly in response to the ideas that are expressed in the Journal, not as a form of assessment, but to emphasize to the students that their reflective thoughts are valued. As well the teacher, by responding, models the use of reflective personal writing to communicate.
    iii. The Journal is assessed on the number of Journal items, the length of the Journal responses, and the regularity with which a student writes. A checklist would be a valuable resource.
    iv. The teacher regularly assigns time in class to complete Response Journal items.
    v. The teacher regularly suggests topics for Response Journal items. However, students should feel free to write in their Journals whenever they have a thought to express about the course or about their reading. Again, because of the nature of the students in this course, (see Image of the Learner in the introduction), students should be encouraged to write about anything that is important to them.
    vi. The use of language in the Journal is a student's personal choice. However, the student should be reminded that the teacher is part of the intended audience for the Journal, and that language choice should reflect this.
19. The teacher discusses and illustrates the interrelationship of assessment, evaluation, and reporting with the students. The teacher provides the students with a sample of the report card utilized in the English classroom, explains the reporting periods and dates, and gives other relevant information about the topic. It is important that students be informed at the beginning of any course what is expected of them, and how they are evaluated throughout.
20. Students should also be informed that, at various times during the course, they have opportunities to provide feedback regarding the content and activities in the program. (See Appendix B - Assessment Tools.)
21. Students are asked to review the six P's to generate ideas for class rules. For homework, each student creates three rules to contribute to the establishment of the class rules. The teacher introduces the concept of highlighting or underlining key words and phrases in assignments to clarify the task.
22. The teacher facilitates a brainstorming activity on class rules/expectations/code of conduct. Common themes/elements are highlighted and voted on to establish five rules established for the class, by the class.

23. Using information from the created class expectations, the teacher and students create a behaviour rubric that is used for assessment throughout the course. Headings for the rubric may be generated from the six P's or other areas that are relevant to a particular class. Class may discuss: what a Level 4 "polite" looks like, what a Level 1 "producing" looks like, etc., in order to clarify understanding of class processes and assessment criteria.
24. Students complete a writing activity in their journals responding to the statements: "How I feel about our class rules ..."; "The most important rule is ... because ..."; The rule I like least is ... because ...".

Assessment/Evaluation

The teacher and students gather evidence of the specific expectations outlined for this activity by:

- a formative self-assessment using a checklist (see Appendix 1) about personal behaviour during the brainstorming activity; (WR1.01, LA2.01, LA2.02, LA2.03, LA2.05)
- a formative self-assessment using a journal to write personal responses about the class rules; (WR1.04)
- a formative assessment on understanding of the organization of school textbooks by successfully completing a scavenger hunt list locating five different items in the text; (LR1.04)
- a formative assessment by checking that students have highlighted key words and phrases in homework assignments; (WR3.01)
- a diagnostic assessment using the class-prepared rules to determine to what extent the students know the benefits of appropriate class behaviour; (LA2.01, LA2.02, LA2.03, LA2.05)
- a diagnostic assessment of reading comprehension based on the written response to the story, using a checklist. (See Appendix 1.) (LR1.01, WR3.01)

Resources

Canadian Wildlife Federation. *Project Wild: Activity Guide*. Ottawa: Western Regional Environmental Education Council, 1992. ISBN 1-55029-056-8

Hewitt, Jean D. "Codes of Conduct" in *Playing Fair: A Guide to the Management of Student Conduct.* Vancouver: EduServ, 1992.

Kavoukian, B., F. Lloyd, D. Studd, and R. Tauer. *You've Got It – Use It: Strategies and programs that empower students at risk (to stay in school)* Toronto: The Learning Consortium/OSSTF: 1995.
ISBN 0-920930-6

Kloss, Lynn, ed. *Stories Without Endings: Snapshots*. Upper Saddle River, N.J.: Globe Fearon, 1996.
ISBN 0-835-91212-4

Kranz, Linda. *Through My Eyes: A Journal for Teens*. Vancouver: Whitecap Books Ltd., 1998.
ISBN 1-55110-905-0
Source for Journal writing and ice-breaker activities

Midwood, Dale, Ken O'Connor and Marilyn Simpson. *Assess for Success: Assessment, Evaluation and Reporting for Successful Learning*. Toronto: Educational Services Committee OSSTF, 1993.
ISBN 0-920930-60-3

Parsons, Les. *Expanding Response Journals In All Subject Areas*. Heinemann, 1997.
ISBN 0 435088 130
A guide for teachers and students providing sample questions and responses; suggestions for the use of journals in co-operative learning situations; evaluation strategies including diagnostic questionnaires

Activity 2: Working Together!

Time: 300 minutes

Description

In this activity, students explore a variety of real-life informational texts that are meaningful on a personal level and relevant to their high school careers. Group skills are developed through student investigation of text materials. The teacher has the opportunity to diagnose and determine the needs of individual students to prepare for future accommodations.

Strand(s) and Expectations:

Strand(s): Literature Studies and Reading, Writing, Language and Media

Overall Expectations: LRV.01, WRV.01, LAV.01, LAV.02, MEV.02.

LRV.01 - select, read, and demonstrate an understanding of a variety of literary and informational texts;
WRV.01 - use specific strategies to gather information and to generate ideas for written work;
LAV.01 - use vocabulary and language conventions to read, write, and speak clearly and correctly;
LAV.02 - use listening techniques and oral communication skills to participate in large and small group discussions for a variety of purposes;
MEV.02 - use knowledge of a variety of media forms, purposes, and audiences to create media works.

Specific Expectations: LR1.01, LR1.04, WR1.01, WR1.04, LA1.01, LA2.01, LA2.02, LA2.03, LA2.05, LA2.06.

LR1.01 - demonstrate their understanding of the text by: making inferences, drawing conclusions, and supporting opinions about the text and by making personal connections to issues and ideas in the text;
LR1.04 - use the features of the text to locate the information they need (i.e., table of contents, indices, headings, bold words and phrases, synopsis on the back cover of a novel);
WR1.04 - use Response Journals as a source of information and ideas for writing assignments;
LA2.01 - demonstrate the skills necessary for working successfully with others in groups;
LA2.02 - use key listening techniques and oral communication skills to accomplish tasks in groups;
LA2.03 - follow classroom rules for respectful speaking in turn;
LA2.05 - demonstrate appropriate listening behaviours (eye contact, leaning toward the speaker, not talking);
LA2.06 - make a short oral presentation appropriate to the students' level of confidence to the class or a small group;
ME2.01 - adapt a work for presentation in another media form.

Planning Notes

The teacher will:

- provide informational texts necessary for the activity (i.e., school agenda books; school rules, behaviour, and dress codes; course selection booklets; school calendars). Specific materials may vary according to the time of year when the course is taught (September or February);
- prepare criteria and suggestions for oral presentations and co-operative learning; (See specific expectations: LA2.01, LA2.02, LA2.03.)
- make available a class set of dictionaries, as well as highlighters, chart paper, markers, magazines, paper, scissors, and glue;
- ensure students are reminded of appropriate and safe use of materials;
- prepare a list of sample questions for interviewing/making inquiries;
- make arrangements with various school personnel (e.g., administration, librarian, etc.) to allow students to investigate the history of the school through interviews and other information-gathering techniques;

- prepare a template of a coat of arms and samples of various coats of arms (school crest, school board crest, Canadian coat of arms, provincial coat of arms, etc.);
- prepare a quiz containing relevant school information.

Teaching/Learning Strategies

1. The teacher reviews the expectations of co-operative learning and leads a brainstorming activity in which the students list the roles of group members and the steps to successful group work (i.e., how to participate actively, how to express and listen to ideas within a group, how to deal with conflict within a group, how to organize tasks and ideas).
2. The teacher states the purposes of group work in the classroom and brainstorms with the students places in the world of work, or outside of the classroom experience, where working in a group is important. Students should realize that working with others is an essential skill in the workplace. The teacher could also bring the "Employability Skills Profile" to the attention of the students and discuss its section on Teamwork Skills. (See Resources) Students and teacher might participate in an a brainstorming activity listing places in the real world where teamwork is essential (e.g., sports, emergency ward, "pit stop" in a car race, etc.). If it is appropriate to pursue the topic at this time, or at a time later in the course, the teacher may wish to invite community representatives to speak to the class about the importance of teamwork in their roles.
3. Teach the students how to create a checklist for assessing students' group work and oral presentations.

Sample Checklist for Group Work

When working with a partner, or a group, I:	Always	Sometimes	Never
1. help set the task			
2. try to be positive			
3. contribute ideas			
4. etc.			

Sample Checklist for Oral Presentations

In the oral presentation:	Yes	Somewhat	No
1. The topic was clearly stated at the start.			
2. The ideas were clearly presented.			
3. The speaker's voice was clear.			
4. etc.			

The teacher may use the charts to generate ideas with the students about the qualities in effective group work and oral presentations. During the course, the appropriate strategies and behaviours should be taught and incorporated into the checklists. The teacher should refer to Coded Expectations LA2.01, LA2.02, LA2.03, LA2.04, and LA2.05. As well, refer to the Checklist for Group Roles and Skills in Appendix B. The focus at this time is to begin with what the students already know and understand, and build from that point. As well, the activity allows the students to participate in establishing how they are assessed.

4. The students follow the teacher's model and create checklists that are used by the teacher to assess each group's work and demonstration of co-operative learning as well as the oral presentations.
5. The teacher divides the students into groups and assigns each group a portion of the informational text.
6. The groups read the informational text and become experts on the relevant details in the text (taking notes, organizing the information, etc.).
7. The groups prepare and deliver oral presentations in which they teach the rest of the class about the important details found in the informational text.

8. The teacher uses the student-generated checklists to assess the groups as they work and the oral presentations.
9. At the end of the presentations, the teacher provides the students with the assessments and gives feedback, emphasizing positive aspects of each group's work and making suggestions for improvement in areas of concern.
10. Students write in their Journals, addressing the following: new information they've learned and why/how it is useful or relevant to them; a school policy they disagree with and why; changes to the policy that students would recommend.
11. The teacher distributes highlighters to the students, and the students are encouraged to highlight unfamiliar words in the informational text.
12. The teacher models strategies for learning new words: using contextual clues, checking meanings in the dictionary, etc. The students find and record definitions for five new words. Students begin an ongoing Vocabulary Log to record new words, definitions, and examples of their use in meaningful ways.

Sample Vocabulary Log

Word	Meaning	Use in a Sentence

13. Encourage students to volunteer to write the definitions on the board (or overhead) for the class to share new words and meanings.
14. As a large group, students create sentences using the new vocabulary words in relevant and meaningful ways.
15. The teacher reviews the parts of the student agenda book (if available in the school). Students become familiar with the parts and their uses by:
    - recording important dates throughout the calendar (e.g., school dates about examinations, tests, field trips, holidays; family dates about birthdays, holidays, events; work dates; social dates about friends' birthdays, plans, etc.);
    - recording important telephone and e-mail addresses including the school's number, attendance line, classroom buddy to call when absent, etc.;
    - recording school test results and goals for classes;
    - regularly recording school commitments (e.g., homework, tests, assignments, practices for teams, extra-curricular events, etc.);
    - recording community phone numbers of relevance and interest to the students.

    The teacher should encourage students daily to record information and utilize their agenda books to organize and monitor their daily lives. As well, it is helpful if the teacher models the behaviour by utilizing the same agenda book to plan, organize, and monitor classroom activities.
16. The teacher introduces the concepts of investigation and inquiry by explaining to the students that their task is to learn more about their school. The students are "investigative reporters".
17. The teacher reviews the WH-6 format (who, what, where, when, why, and how) and models appropriate interview techniques. The students engage in role play to master these techniques and the appropriate social interaction skills required in an interview.
18. The students, as investigative reporters find out more about their school, (e.g., its history, motto, crest, colours, etc.), by interviewing members of the school administration, librarian, and various staff members. With teacher assistance, students find other sources of information (e.g., yearbooks, previous course calendars, etc.).
19. The students report their findings to the class, either by presenting the information orally or by writing it onto chart paper (to be posted on the bulletin board or classroom wall under the heading "Facts About Our School").
20. The students demonstrate their knowledge about important school information or policies by writing a quiz. Students may participate in the development of the quiz by preparing one or two questions as a part of their investigative report.

21. In a whole class discussion, students are encouraged to recall and discuss details about the school crest and motto. The teacher introduces other relevant coats of arms (Ontario, Canada) and the class discusses their various components and how they might symbolize important aspects of the province or country.
22. The students create a personal coat of arms using a teacher-provided template or designing their own. They create designs that indicate what they find important, or that represent themselves in some way, (e.g., one quadrant to signify family life, one quadrant hobbies, one quadrant ambitions, one quadrant values, use of words or phrases to enhance the pictorial record, etc.). Students draw their designs or cut and paste from a magazine. The teacher may wish to contact the Communications Technology department and arrange to have photographs of the students taken to incorporate into the coats of arms. The final products are displayed in the classroom. If school facilities allow, staff is available, and student interest is apparent, the activity may be expanded and integrated into Visual Arts (allowing students to polish and refine their crests using clay, paint, paper mache, etc.) or integrated into Technical Studies (using the Manufacturing or Construction shop to create crests from metal, plastic, or wood).

Assessment/Evaluation

The teacher and students gather evidence of the specific expectations outlined for this activity by:

- formative teacher observation of group dynamics by completing group checklist; (LA2.01, LA2.02, LA2.03, LA2.05)
- formative peer assessment of group dynamics by completing group work checklist; (LA2.01, LA2.02)
- diagnostic assessment of oral presentation skills by student development of the checklist (LA2.06) and formative assessment of use of text to locate information needed for presentation; (LA1.04)
- formative assessment by the teacher of Journal responses checking for key ideas and supporting details; (WR1.04)
- summative assessment by teacher of coat of arms using a rubric for media products, demonstrating understanding of text by making personal connections in another form and adapting of a work for presentation in another media; (LR1.01, ME2.01)
- summative assessment by teacher by marking quiz on school information. (LR1.01)

Resources

School agenda books, program books, behaviour codes, codes of conduct, computer codes of ethics, etc.

"Employability Skills Profile". Ottawa, Ontario: The Conference Board of Canada, 1992. Telephone: 613-526-3280 Fax: 613-526-4857

Barber, Katherine. *The Canadian Oxford Dictionary*. Oxford University Press, 1999.
ISBN 019541120X
A comprehensive study of Canadian English, incorporating words and terminology from Canada's diverse ethnic cultures and regions. Includes vocabulary such as "eh", "poutine", etc. and includes short biographies of well known Canadians and significant individuals.

Gage Canadian Intermediate Dictionary. Toronto: Gage Educational Publishing Co., 1998.
ISBN 0-7715-1995-8

Gage Canadian Thesaurus. Toronto: Gage Educational Publishing Co., 1998.
ISBN 0-7715-1985-0

Activity 3: Getting to Know Yourself!

Time: 150 minutes

Description

In this activity, students complete a variety of grammar worksheets for diagnostic purposes, enabling the teacher to assess student grammar needs. Students discover how to identify their self-image and learning methods, and apply this awareness to school in a positive way to raise self-esteem.

Strand(s) and Expectations

Strand(s): Writing and Language

Overall Expectations: LRV.01, WRV.05.

LRV.01 - select, read, and demonstrate an understanding of a variety of literary and informational texts which are both personally meaningful and relevant to their courses of study;

WRV.05 - use strategies for editing and proofreading written work, with an emphasis on the conventions of Standard Canadian English.

Specific Expectations:

LR1.01 - demonstrate their understanding of text by: making inferences, drawing conclusions, and supporting opinions about the text and by making personal connections to issues and ideas in the text;

LR1.07: - use Response Journals to record reactions to texts they have read for personal and academic purposes;

WR5.01G - apply rules of capitalization;
WR5.02G - identify parts of speech;
WR5.03G - use knowledge of a sentence to understand why a sentence is or is not complete;
WR5.04G - use a variety of sentence types;
WR5.05G - make nouns and pronouns agree in number and gender;
WR5.06G - make subjects and verbs agree;
WR5.07G - use consistent verb tense in narrative writing;
WR5.01S - use spelling rules and strategies to improve their spelling;
WR5.04S - use the apostrophe correctly in contractions and possessives;
WR5.05S - use a variety of spelling resources to improve spelling;
WR5.01P - use punctuation correctly in their writing.

Planning Notes

The teacher will:

- select and prepare appropriate grammar and usage worksheets, spelling and punctuation worksheets (circle correct answer, fill in blanks, true and false);
- make any testing accommodations necessary to ensure students' success;
- select a poem or song relating to self-image and/or self-esteem. There should be sufficient copies of the poem or song lyrics to allow students to follow along.
- locate and develop definitions of self-concept, self-esteem, and self-confidence, (The teacher may choose to complete this activity with student input and assistance.)
- obtain a copy of the short story "IALAC" in *101 Ways to Develop Student Self-Esteem and Responsibility: the Teacher as Coach;* (See Resources)
- prepare a sign: "I am loveable and capable" (IALAC);
- utilize "Who Am I?" and "Kid, You'll Move Mountains" in *The 7 Habits of Highly Effective Teens* to develop additional activities relating to self-esteem. (See Resources.)

Teaching/Learning Strategies

1. The teacher informs the class that writing skills, according to Standard Canadian English, are important aspects of this course. Such things as grammar and usage, spelling, and punctuation are taught in this course, but only after assessment of individual ability has been completed.
2. Students receive worksheets and complete each exercise for assessment.
3. The teacher reads or plays the selected poem or song. Students should follow the words as they listen.
4. Students write a paragraph in response to the reading or song, answering key questions: What is it about? What message is it giving about self-image?
5. Definitions of self-concept, self-esteem, and self-confidence are examined and discussed as a large group with the teacher as facilitator, being sensitive to individual feelings and experiences by not asking for personal experiences.
6. The teacher reads the "IALAC" short story as students follow along with their own copies. The ripping of the sign is dramatized when appropriate.
7. Students discuss the symbolism of the "sign tearing". Sample questions to aid conversation might be: "What does ripping a sign mean?" "How does it feel?" "Why does it happen?" "Has anyone ripped your sign today?" "Have you ripped someone's sign today?" "How can we be more aware of the way we say things affecting how the other person feels?"
8. Students answer the following question in their Response Journal: What can be done to combat sign tearing in our society? Offer four to seven suggestions.

Assessment/Evaluation

The teacher and students gather evidence of the specific expectations outlined in this activity through:

- diagnostic assessment by teacher through completed grammar and usage, spelling and punctuation worksheets; (WRV.05G, WR5.05S, WR5.05P)
- formative assessment by the teacher of student understanding of the poem/song by drawing conclusions and supporting opinions about its meaning in the student's journal response; (LR1.01)
- summative assessment by the teacher of understanding of the short story through student journal response reacting to sign tearing. (LR1.01, LR1.07)

Resources

Self Esteem

Bernard, Michael. *You Can Do It!* New York: Warner Books, 1997.
ISBN 0-446-67193-2

http://pathfinder.com/twep

Canfield, Jack and Frank Siccone. *101 Ways to Develop Student Self-Esteem and Responsibility: the Teacher as Coach.* Allan & Bacon, 1993.
ISBN 0205133703

Covey, Sean. "Who Am I?" and "Kid, You'll Move Mountains" in *The 7 Habits of Highly Effective Teens*. New York: Fireside, 1998.
ISBN 0-684-85609-3
Also contains goal setting activity sheets and self-reflection sheets emphasizing optimism for the future.

Devencenci, Jayne and Susan Pendergast. *Belonging: Self and Social Discovery for Children and Adolescents*. California: Sovereignty Press, 1999. ISBN 0-965025-24
Activities promoting self-esteem and co-operation skills using behavioural checklists and self-exploration of feelings, etc.

Ireland, Karin. *150 Ways to Help Your Child Succeed*. New York: Berkley Books, 1998.
ISBN 0-425-16550-7

Hennon, Will. *200 Ways to Raise a Girl's Self-Esteem: An Indispensable Guide for Parents, Teachers, and Other Concerned Caregivers*. California: Conari Press, 1999.
ISBN 1-57324-154-7

Malecka, Janina. *Valuing Yourself: 22 Ways to Develop Self-Esteem*. Portland, Maine: J. Weston Walch, 1992.
Brief outlines and graphics; posters accompany the text.

Songs (Self-Esteem)

"Greatest Love of All" performed by Whitney Houston

"You Light Up My Life" performed by Debbie Boone

"I Can Do Anything Better Than You" from *Annie Get Your Gun*

"From a Distance" performed by Bette Midler

"I Get Around" performed by The Beachboys

"I Have Confidence" from *The Sound of Music*

"Let's Hear It For the Boy" from *Footloose*

"We Are the Champions" performed by Queen

Language and Usage

Cunningham, P. and D. Hall. *Month-by-Month Phonics for Upper Grades: A Second Chance for Struggling Readers and Students Learning English*. North Carolina: Carson-Dellosa Publishing Company, 1998. ISBN 0-88724-473-4

Dressel, Mark. *Grammar, Grades 7-8*. ISBN 1-56822-1371

Activity 4: Planning Ahead!

Time: 225 minutes

Description

In this activity, students use graphic organizers for sequencing and planning. They work with autobiographical information in their writing, assess their own strengths and needs, and develop short- and long-term personal goals (for school, life, and work).

Strand(s) and Expectations

Strand(s): Literature Studies and Reading, Writing and Language

Overall Expectations: LRV.01, WRV.01, WRV.04, WRV.05, LAV.01, LAV.02.

LRV.01 - select, read, and demonstrate an understanding of a variety of literary and informational texts which are both personally meaningful and relevant to their courses of study;
WRV.01 - use specific strategies to gather information and to generate ideas for written work;
WRV.04 - use strategies for revising written work;
WRV.05 - use strategies for editing and proofreading written work, with an emphasis on the conventions of Standard Canadian English;
LAV.01 - use vocabulary and language conventions to read, write, and speak clearly and correctly;
LAV.02 - use listening techniques and oral communication skills to participate in large and small group discussions for a variety of purposes.

Specific Expectations:

LR1.06 - set personal goals for reading, demonstrating both to their teachers and to themselves their reading progress over time;
WR1.01 - use a variety of strategies to generate sufficient content and ideas for writing (i.e., brainstorming a topic together as a class, creating questions to guide research, free writing, conferring with peers for ideas, prompts and open-ended statements);

WR4.01 - use revision strategies (checklists and prompts to add details; delete irrelevant details; rearrange ideas; read the piece aloud to a peer to check for understanding; select from a list of connecting words to link ideas) to produce clear, complete writing;
WR4.02 - use the feedback of others to improve the quality of ideas and organization in writing;
WR5.01 - use strategies to edit and proofread writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation;
LA1.02 - set goals for vocabulary development … and show evidence of a growing vocabulary in their oral language and in writing;
LA2.07 - set goals to improve classroom behaviour and work habits.

Planning Notes

The teacher will:

- select a sample, preferably Canadian, autobiographical piece to read to the class;
- prepare a sample "Personal Timeline" and a list of possible criteria to include: date of birth, date learned to walk, started school, got a pet, joined a team, met someone special, etc.;
- prepare a selection of short, biographical pieces that may become timelines to provide for students for whom personal reflection on their past history may be difficult or inappropriate at this time; (See Image of the Learner in the Course Overview.) The school library/resource centre may provide these pieces, particularly in an encyclopedia, in print, or CD-ROM format.
- prepare a sample (fictional) autobiographical piece (two to three paragraphs) to illustrate the requirements of the writing activity;
- prepare file folders to create student writing portfolios;
- establish criteria for short- and long-term goal setting (e.g., school, home, sports, weekly, yearly, etc.);
- create a sample checklist for students to assess their own strengths and needs in developing reading, writing, speaking, and listening skills (see Appendix 1). If preferred, the checklist may be modified to become a sentence completion exercise to capture students' feelings about reading, writing, speaking, and listening (e.g., "I like to read about …", "When I read I …", "I enjoy hearing …", "I like to tell other people about …", "I like to write about …", etc.).

Teaching/Learning Strategies

1. The teacher introduces the activity of developing a personal timeline by sharing a sample timeline, and giving the students sample criteria for creating their own.
2. In a whole class discussion, students generate a list of other possible criteria to include.
3. The students draw a line on a piece of paper and fill in their individual timelines with relevant personal information.
4. Students work in partners exchanging timelines to edit and revise.
5. Students create a final polished copy of their personal timelines.
6. As an alternate or additional strategy to strategies 1 through 5, the teacher may provide students with short biographical pieces about individuals of interest to the students. The students may use the facts in the biographies to create their timelines. In particular, students, for whom relating personal past experience would be difficult or inappropriate, should be allowed to utilize this material.
7. An additional modification of the activity could involve the students creating timelines that begin with the present. The students may generate a timeline that predicts the future for themselves. Students can create "Preferred Futures" and/or "Probable Futures" on two timelines. Students may discuss such ideas as realistic goals, dreams, etc., and the place of both in their lives. As well, the teacher is able to gain valuable insights into the individual students in the class.
8. The teacher shares a sample autobiographical piece with the students to model for their own work.

9. The teacher then demonstrates how to take points from a personal timeline and convert them into sentences and paragraphs by applying the 5 W's. The students apply the 5 W's to the entries on the timeline and complete the following chart in order to develop their ideas into paragraphs.

Generating Ideas for Writing

	Timeline Detail
Who	
What	
Where	
When	
Why	

10. Students convert the information on their timelines into sentences, then paragraph(s) with teacher assistance.
11. Students work with partners and complete peer editing, then complete polished copies of their autobiographical paragraphs.
12. If there is sufficient student interest, and student individual strengths and needs make it appropriate, the activity may be expanded to include:
    - multiple paragraphs;
    - inclusion of photographs, illustrations, mementos, etc.;
    - paragraphs on future goals, ambitions, and dreams;
    - polishing and publishing utilizing technology.
13. Students complete a self-assessment to rate their own strengths and needs in determining reading, writing, speaking, and listening skills.
14. The teacher defines and explains short- and long-term goals, providing examples (e.g., short-term: bring a binder to class; long-term: complete the course with a good/improved mark). The teacher may choose to utilize the sample chart provided.

Personal Goals

Short-Term	Review 1	Review 2	Review 3
Long-Term			

15. Students brainstorm other examples of short-term and long-term goals, with the teacher capturing ideas on the board.
16. The students write their own short- and long-term goals and place them in their personal portfolios to be revisited throughout the course. Goals should include English course, (reading, vocabulary), classroom (work habits, behaviour), school, and personal life. The students may use the chart provided in Teaching/Learning Strategy14.
17. Students develop a personal Reading Log identifying: what was read; how much was read; how it was read (self, listening, with a helper, etc.). Students maintain the Reading Log throughout the course in order to chart reading and personal growth in reading skills and comprehension.

Sample Reading Log

Date	Page _ to _	Comment on the Reading

18. The teacher might also remind the students of the personal Vocabulary Logs that were started in Activity 2 that they will continue to maintain throughout the course.

Assessment/Evaluation

The teacher and students gather evidence of the specific expectations outlined for this activity through:

- formative assessment of timeline, revisions to draft of autobiographical paragraph, and final polished copy of autobiography utilizing writing rubric (teacher) and peer editing checklist; (WR1.01, WR4.01, WR4.02, WR5.01) (See Appendix 1.)
- formative assessment by teacher of goal setting using a checklist that students have included goals for key areas (LR1.06, LA1.02, LA2.07)
- diagnostic self-assessment by students through a checklist identifying strengths and needs in reading, writing, speaking, and listening; (LR1.06, LA1.02) (See Appendix 1.)
- formative assessment (ongoing) through student establishment of a personal Reading Log to identify reading progress over time (LR1.06) and Vocabulary Log to chart the expansion of vocabulary over time. (LA1.02)

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Appendix 1

"Find Someone Who …" Chart sample
Self-Assessment: Brainstorming Participation Checklist
Checklist: Reading Comprehension - Story Without an Ending
Student Checklist to Assess Strengths and Needs
Autobiographical Paragraph Process Checklist:

Appendix 1

"Find Someone Who ..." Chart – Sample

The teacher should adapt the chart to reflect the nature, background, and interests of the students in the classroom. As well, the teacher should ensure that the chart reflects a sensitivity to other issues that may influence students in this activity.

Has gone fishing	Went horseback riding	Has done volunteer work	Has a great smile	Loves animals
Plays hockey	Was born in another country	Is a risk-taker	Has traveled out of the country	Has been water skiing
Likes classical music	Likes reading	Can speak a language other than English	Plays a musical instrument	Has eaten something exotic
Plays video games	Has long hair	Has been in an airplane	Watches *The Simpsons*	Has a favourite rock group

Checklist for Participation in Brainstorming Activity

	Yes	**No**	**Sometimes**
I am prepared with paper and pen.			
I get right down to work on the activity.			
I communicate my ideas by brainstorming.			
I listen the ideas of others during brainstorming.			
I write down the ideas created during brainstorming.			
I maintain eye contact with my partner.			
I take turns speaking with my partner.			
I take turns listening to my partner.			
I stay on task throughout the brainstorming activity.			

Checklist: Reading Comprehension – Story Without An Ending

	Yes	No	Somewhat
Writing demonstrates an understanding of the plot			
Writing demonstrates understanding of character			
Conclusions are supported by details in the story			
Writing uses key words from story to support ideas			
Writing shows personal response to story			

Student Checklist to Assess Strengths and Needs

(Always, Sometimes, Rarely, Never)

Reading

When I read I:	A	S	R	N
Use what I already know to help me understand what I'm reading				
Make connections between what I am reading and other things				
Try to predict what will happen next in the story				
Read ahead to check my prediction				
Make inferences from information given				
Skim to get a general sense of the information				
Scan to check on details				
Notice when I make a mistake and correct it				
Reread to make the ideas more clear or to check details				
Enjoy reading to find out new things				
Find reading a good way to relax				
Enjoy reading as a way to pass the time				

Speaking

When I speak I:	A	S	R	N
Use appropriate language for my audience				
Use appropriate language for my location				
Use other cues to help the listener understand: tone of voice, expression, gestures, body language, etc.				
Feel comfortable speaking to a close friend				
Feel comfortable speaking to close adult family and friends				
Feel comfortable speaking to my classmates				
Feel comfortable speaking to my teachers				
Use emotion to help me express myself in a positive way				
Tell a story clearly, accurately, and in an interesting way				
Give directions or teach an idea in a clear and accurate way				

Writing

When I write, I:	A	S	R	N
Collect my ideas before I start to write				
Organize my ideas before I start to write				
Have a clear idea about what to say before writing				
Reread my rough ideas and rewrite to make them better				
Get feedback from another person to help me revise my writing				
Make a polished copy in my best writing or on the computer				
Use writing to help my thinking				
Use writing to help remember important facts or ideas				
Use writing to express personal thoughts and feelings				
Write for reasons other than school				

Listening

When I listen I:	A	S	R	N
Get the point of the speaker the first time				
Listen to every word the speaker says				
Use tone of voice to help clarify meaning				
Use facial expression to help clarify meaning				
Use body language to help clarify meaning				
Ask questions if I'm not sure of the meaning				
Ask the speaker to repeat a detail if I'm not sure I captured it				
Use writing to help remember what a speaker said				
Can determine the meaning of an unfamiliar word by other clues				
Can repeat the main ideas of a speaker a short time afterward				

Autobiographical Paragraph Process Checklist

	Yes	No
Timeline completed		
Evidence of using who, what, where, when, and why to add detail		
Rough copy completed		
Evidence of peer editing completed		
Good copy completed		

Unit 2: Storytelling: Narrative Voices

Time: 25 hours

Unit Description

Students experience varied forms of narrative to develop inquiry skills, make connections, and extend their experiences. They develop an understanding of reading strategies and the conventions of different forms of literature and language. Students will also complete an independent reading project.

Strand(s) and Expectations

Strands: Literature Studies and Reading, Writing, Language, and Media Studies

Overall Expectations:

By the end of this course, students will:

LRV.01 - select, read and demonstrate an understanding of a variety of literary and informational texts that are both personally meaningful and relevant to their courses of study;

LRV.02 - demonstrate an understanding of the elements of key literary and informational forms with an emphasis on the features of textbooks, newspaper articles, short narratives, plays and business letters;

WRV.01 - use specific strategies to gather information and to generate ideas for written work

WRV.02 - select and use different literary and informational forms…for different audiences and different purposes;

WRV.03 - use an organizational pattern to structure their ideas for writing texts;

WRV.04 - use strategies for revising written work;

WRV.05 - use strategies for editing and proofreading written work, with an emphasis on the conventions of Standard Canadian English;

LAV.01 - use vocabulary and language conventions to read, write, and speak clearly and correctly;

MEV.02 - use knowledge of a variety of media forms, purposes and audiences to create media works.

Specific Expectations

Literature Studies and Reading

LR1.01 - demonstrate their understanding of text by: making inferences, drawing conclusions and supporting opinions about the text and by making personal connections to issues and ideas in the text;

LR1.02 - read texts for a variety of purposes, with an emphasis on selecting texts to extend personal knowledge, gather information for writing and discussion;

LR1.03 - demonstrate and apply the strategies that good readers use to understand what they are reading…;

LR1.05 - use strategies to remember what they read…;

LR1.06 - set personal goals for reading, demonstrating both to their teachers and to themselves their reading progress over time;

LR1.07 - use Response Journals to record reactions to texts they have read for personal and academic purposes;

LR2.02 - describe the elements of different text forms (e.g.; short stories, plays, textbooks, newspapers, poetry, business letter).

Writing

WR1.01 - use a variety of strategies to generate sufficient content and ideas for writing…;
WR1.02 - locate and record (using key graphic organizers) information and ideas, from print and electronic sources (films, magazines, novels, biographies);
WR1.03 - use strategies to categorize and sort information as a pre-writing activity;
WR1.04 - use Response Journals as a source of information and ideas for writing assignments;
WR2.01 - identify their purpose for selected pieces of writing;
WR2.02 - identify the audience for selected pieces of writing;
WR3.01 - use key words in questions or prompts to present appropriate information and ideas in homework answers;
WR3.02 - structure expository paragraphs with clear and complete topic, supporting and concluding sentences;
WR3.03: use a simple organizational plan such as chronological order, or compare/contrast, to structure body paragraphs in a short report, following teacher modeling and shared writing of the form;
WR4.01 - use revision strategies…to produce clear, complete writing;
WR4.02 - use the feedback of others to improve the quality of ideas and organization in writing;
WR5.01 - use strategies to edit and proofread writing, identifying and correcting errors according to the requirements for grammar, usage, spelling and punctuation...

Language

LA1.01 - use strategies to expand vocabulary…;
LA1.02 - set goals for vocabulary development (i.e. learn and use five new words per week) and show evidence of a growing vocabulary in their oral language and writing.

Media Studies

ME2.01 - adapt a print work for presentation in another medium…

Activity Titles

Activity 1	Introduction to Short Stories and Independent Reading Project	500 minutes
Activity 2	Introduction to Myths and Legends and Conclusion of Independent Reading Project	1000 minutes

Activity 1: Introduction to Short Stories and Independent Reading Project

Time: 500 minutes

Description

This introductory activity exposes students to a variety of high interest short stories. Students learn the elements of the story and use graphic organizers as strategies to categorize information. Students transfer what they have learned into polished pieces of writing that are infused with their own personal experiences, as well as, what they have learned and understood from the texts read. The teacher reviews the following parts of speech: nouns, verbs, and adjectives; and incorporates grammar activities focusing on the use of quotation marks, punctuation and verb tenses in the lessons in a contextual manner.

Strand(s) and Expectations

Strands: Literature Studies and Reading, Writing, Language

Overall Expectations: LRV.01, LRV.0, LAV.01, WRV.01, WRV.02, WRV.03, WRV.05, MEV.02.

Specific Expectations

Literature Studies and Reading: LR1.01, LR1.03, LR1.05, LR2.02.

Writing: WR1.01, WR2.01, WR2.02, WR3.01, WR5.01

Language: LA1.01, LA1.02.

Media Studies: ME2.01.

Planning Notes

The teacher will:

- review "Image of the Learner" and other notes in the Course Overview;
- select a number of stories for whole class reading including themes, issues and experiences applicable to the lives of the students in the class;
- choose a compelling story on video to introduce the elements of the story and make preparations to show it in class;
- select a range of reading material at several different reading levels for students to read in the classroom;
- contact the school resource centre, public library, or local bookstore as potential sources for appropriate reading material for independent reading;
- have a selection of short novels at different reading levels and of a wide cultural appeal, reflective of the nature of the students in the class and free from bias;
- ensure that the literature selections are inclusive of the groups that make up the Canadian mosaic, and in particular, reflect local interests and characteristics;
- prepare student copies of a story chart (example provided in Teaching/Learning Strategies, Part I, #3);
- prepare definitions and examples of parts of speech, punctuation, and verb tenses. These examples could be extracted from the students' own writing or from the literature to be used in the activities.
- prepare a quiz to assess student comprehension of the usage of parts of speech;
- divide a story into key "meaning chunks" and prepare focus questions or instructions to guide the students' reading;
- prepare student copies of the "Somebody/Wanted/But/So" chart (example provided in Teaching/Learning Strategies, Part III, #5);

- prepare a checklist to assess student accuracy in sequencing (for the "strip story");
- choose a brief short story and cut blocks of sentences up for group activity ("strip story");
- select several comic strips, white out the text (dialogue), and photocopy the comic strips;
- provide at least two short stories in which there is a character who is clearly a "villain" (for Media Activity—creating a "Wanted" poster, a psychiatrist's report, or a personal letter—Teaching/Learning Strategies Part IV, #6);
- prepare a class set of file folders to give students for storage of writing drafts (Writing Folder);
- prepare a checklist to assess student's personal vocabulary log (word, definition, sentence);
- prepare a checklist to assess student use of punctuation and verb tense;
- prepare chart paper, markers, masking tape, scissors, paper, glue, and magazines;
- be aware throughout the classroom discussions and activities of opportunities to emphasize the world beyond the classroom and workplace applications of classroom activities so that students can begin to understand the concept of "transferable skills" and recognize that they are developing them.

Teaching/Learning Strategies

Part I: Introduction to Short Stories

Prepare to show a compelling story on video to introduce the elements of the short story.

Divide the students into groups and give each group the definition of a different element of the story (character, setting, atmosphere, plot, conflict, or resolution).

Ask each group to share with the class the story element and the corresponding definition. Create a sample story chart on chart paper posted in the classroom. As a class, students fill in their own story chart (see below) with the definitions for each element while the teacher fills in the posted chart.

Character	Setting	Atmosphere/Mood
Plot/Main Events	Conflict/Problem	Solution/Resolution

When the chart has been completed, instruct each group to focus on the assigned story element while they watch the story on video. After viewing the video, each group describes details about the specific story element within the viewed text. Together, the class fills in another story chart on chart paper, this time categorizing the details supplied by each group. Students work in their notebooks.

Using this completed chart, lead a grammar lesson/review of the parts of speech, examining the information on the chart to locate, for example: verbs in the plot and resolution, adjectives related to the setting and atmosphere/mood, and nouns in all sections of the story chart. Students demonstrate knowledge and use of these parts of speech by writing a teacher-prepared quiz.

Encourage the students to discuss the theme (or the lesson the viewers/readers can learn about life and about human beings) in the story. There should be a focus particularly on the point in the story at which decisions are made. Class discussion will be enriched by students' sharing of their own views and cultural experiences with relation to the behaviour and decisions of the character. Students should also be encouraged to make real-life applications of the decisions made in the story.

After the class discussion, students write in their Response Journals, reflecting on the reasons for the character's decision. As an extension, students reflect upon the choices they would make if they were in the story character's situation or predicament.

Select one or two short narrative poems or anecdotes and remove a part of speech from the story (i.e., all of the nouns). Students may practise knowledge of parts of speech and inferring meaning from context by trying to determine what noun the author originally intended. Alternately students substitute other nouns and create nonsense stories.

Part II: Reading Strategies and Short Stories

1. Introduce another high-interest story to the class, distributing a copy to each student. Guide the reading, and discuss with the class the strategies that good readers use when they are reading, in order to make meaning from what they read. Write these strategies on a piece of chart paper, and post the list in the classroom for reference. The list of strategies should gradually increase as the course progresses, and as the students have increasing opportunities to read and interact with various texts.

   A Sample List

   Good readers
   - read to make meaning from print;
   - often make mistakes, but self-correct;
   - always re-read if the text does not make sense;
   - predict meaning and read ahead to confirm their predictions;
   - find out the purpose for reading before they begin;
   - read slowly to remember detail;
   - read quickly to gain an overview;
   - skim to get a sense of the main ideas;
   - scan for specific information;
   - use graphic organizers to remember what they read;
   - make inferences based on clues in the text;
   - make judgments about meaning that go beyond the text.

   The teacher may also ask the class to brainstorm areas in the world beyond the classroom or in the workplace where reading strategies are of significant importance. Students may suggest areas such as: reading instructions to operate a piece of machinery, writing a report, reading a professional magazine, etc. The teacher may wish to invite other teachers to describe areas where reading is important in their subject areas or community members from a variety of careers to discuss the role that reading plays in their jobs.

2. Instruct students to keep an ongoing vocabulary log of five new or interesting words from each piece of literature. Students write these new words on a vocabulary chart, use the context of the story and dictionary to confirm the word definitions, and use the words in new sentences.

New Vocabulary Words	Definitions	New sentences using the words

Part III: Remembering and Reflecting on Short Stories

1. Begin reading a story aloud to the class and encourage students to participate in choral reading of the story so that they might practise the skills of reading with less pressure to perform. Engage the students in a lively discussion about the story and its relevant details. From the discussion the students fill in their own story charts with the information discussed.
2. Divide another story into key "meaning chunks". This may be done orally by the teacher (e.g., "Read five paragraphs, until you meet Susan's mother and find out a little about her. What kind of person is she?") or it may be done by scanning the story onto a computer, or photocopying the story, and then physically cutting it into chunks. Insert focus questions or instructions, giving the students specific information to be found in the next chunk of text. Students are instructed to read silently, and then as a class, discuss the focus question. As the students do this chunk by chunk in the text, they will be making meaning and recalling key details as they go along.

3. Students use their Response Journals to reflect upon relevant aspects of the story, and make personal connections between the story and their own lives. The responses may be cued by such beginnings as: "The main character reminds me of …" "A conflict I experienced like the main character's occurred when …" "The lesson the main character learned would be important in this school because …" etc.
4. Students read another short story alone or in pairs.
5. Explain to the students the strategy of using "Somebody/Wanted/But/So" to categorize elements of the new short story.

Somebody…	**Wanted…**	**But…**	**So…**

6. Students fill in this graphic organizer with details from the story, thus focusing on character, and helping students to understand that stories happen because of the characters, their qualities, motivations and decisions.
7. Use this chart as a diagnostic tool to assess the students' basic understanding of character and how characterization relates to plot.
8. Students extend the story through writing, revealing their understanding of the story elements and their engagement with the story. A choice of activities could include:
   - use the "Somebody/Wanted" chart to retell the story with the focus on character;
   - create a storyboard for a movie director (focus on plot);
   - create a map of the setting showing the location of all important parts of the story;
   - create a horoscope for the main character at the end of the story.

Part IV: Sequence, Dialogue, and Character in a Short Story

1. Lead a discussion about the importance of plots in stories following sequential order, by providing real-life examples (e.g., following recipes, telling jokes, giving instructions, creating a timeline, etc.). The class may brainstorm other examples where sequence is essential.
2. Provide the class with several copies of a brief story cut into segments ("strip story" activity). Students are divided into groups, and each group has all of the story segments. Group members read their portions of the story aloud to their peers, decide on the correct sequence of the story parts, and organize themselves physically into the proper sequence of the story, reading their portions aloud until they are satisfied that the story flows properly. As an alternate activity, ask groups of students to create storyboards (similar to those used by media writers to plan commercials) that highlight key plot points.
3. Use part of a short story's text to review the rules of punctuation (commas, semi-colons, periods, exclamation marks and question marks) and the use of quotation marks. Generate examples with the class, discussing with the students why certain types of punctuation are used and what the resulting effect is. A variety of sentences using a variety of punctuation demonstrate this concept.
4. Provide the students with photocopies of comic strips, in which the text (dialogue) has been whited out. Students write dialogue to fit the story told in the pictures of the comic strip, focusing on appropriate and correct usage of quotation marks and punctuation.
5. Students are given a new short story to read and are asked to retell significant details of the story by writing a monologue in the form of a newscast report. Provide an example of a morning radio newscast for the students to use as a model. Instruct the students to use a consistent verb tense throughout the text. Students determine what message they will convey in the monologue (purpose) and to what type of audience their newscasts will be directed. As an accommodation for students who are self-conscious, or whose reading skills are weak, all students present to the teacher. Only those students who wish to share their newscasts with the class are encouraged to do so.

6. Using a short story with a clearly developed villain, students are instructed to show their understanding of the characterization by using the information to complete one of the following activities:
   - Create a "Wanted" poster identifying the character and giving significant information about him or her.
   - Write a psychiatrist's report on the problems of the main character or the villain.
   - Create (with a partner or small group) a reader's-theatre script of the story from the main character or the villain's point-of-view. These may be performed in the Dramatic Arts classroom if students' wish.
   - Write a personal letter to someone, explaining his/her decisions and actions (as they appear in the story) or a letter about what the character will do next.
   - Write a resume, using a teacher-provided template, describing the skills and characteristics of the hero or villain.
   - Write a 2-Minute Mystery version of the story to be read aloud.
   - Create a cartoon version of the story.

   Students use information gathered from the story to adapt the work to another media form.

Part V: Introduction to Independent Reading

1. Assign students to read a short novel (or a suitable substitute at the discretion of the teacher).
2. Prior to the students beginning the project, the class brainstorms ideas and creates an ad to be posted in the community, or included in the school newsletter, requesting that community volunteers join the class for the duration of the project. If appropriate in the school, the class may also decide to write to a senior level class requesting peer tutors.
3. The class visits the school library/resource centre, and students select (with the assistance of the teacher/librarian) a suitable piece for independent reading. Students should be encouraged to select material that is challenging, manageable, and of personal interest to them.
4. Alternately, students may make a class trip to the public library to select books. Regular school trip policies should be followed. Students should be reminded of the behavioural expectations for all field trips. As well, the teacher should assess students' knowledge of the policies and expectations of the public library, and instruct students on these as necessary.
5. The teacher and class may also wish to consider a trip to the local bookstore, again following normal field trip policies and expectations. Given a budget amount and criteria for selection, students may visit the store in order to select their books for independent reading.
6. Time should be allowed throughout the rest of the Narrative Unit to ensure that all students have appropriate support to complete the reading. Support may be gained through the use of community volunteers, peer helpers, and audiotapes. Reading aloud in small groups, by teacher, volunteer, or peer helper may also assist students.
7. Students complete a Reading Log as they read their novel, making appropriate comments in response to plot, character, conflict and messages as they are revealed in the novel. At the end of the unit, complete a formative assessment based on the completion of the chart and comments for each element of the story.

Date	**From page__ to page__**	**Comments related to story elements**

Student comments should refer to the "Story Chart" introduced in Part I of this activity. A teacher-provided list of sentence completions based on the chart may assist the students in completing the "Comment" section. Students may comment on: "The main thing the character did in this part was …" "The actions of the main character were … because…" "The conflict became exciting at this time because …" "The setting became important at this time because …" "The atmosphere during … was … because…" "The action became a little confusing when …" etc.

8. Students should also complete a Vocabulary Log for all new and significant words encountered as they complete their reading. The Log should include the word, its meaning as determined by the context of the story and checked in the dictionary, and its use in a meaningful sentence. Students should complete a Log with at least 20 new and useful words.

Assessment/Evaluation

The teacher and students gather evidence of the specific expectations outlined for this activity by:

- a diagnostic assessment by the teacher using a checklist of student accuracy in establishing sequence in the "strip story" (LR1.01, LR1.03);
- a diagnostic assessment by the teacher of the student's completed punctuation activity (WR5.01);
- a diagnostic assessment of the student's comprehension of the short story through completion of the "Somebody/Wanted/But/So" chart (LR1.03, LR1.05);
- a formative assessment by the teacher of the student-completed chart listing elements of the short story (LR2.02);
- a formative assessment by the teacher of the students' completed story chart using a checklist for use of prompts to present correct story detail (See Appendix 1 – Sample 1.2.) (LR1.05, WR3.01) and for correctly highlighted parts of speech (WR5.01);
- a formative assessment by the teacher of the student's identification of purpose and audience for selected pieces of writing using a rubric (WR2.01, WR2.02);
- a formative assessment by the teacher using a checklist of the student's personal vocabulary list (word, definition, sentence) (LA1.01, LA1.02);
- a formative assessment by teacher and student through a conference using a checklist on student's use of punctuation and verb tense during newscast report (WR5.01) (See Appendix B);
- a summative assessment by the teacher using a rubric on the content, organization and presentation of the monologue/newscast report (WR1.01, WR2.01, ME2.01);
- a summative assessment using a short quiz on parts of speech to enable students to identify errors in usage in their own writing (WR5.01);
- a summative assessment of the "wanted poster", psychiatrist's report, reader's-theatre script, personal letter, 2-Minute Mystery, or cartoon using a rubric to identify that students have adapted a print work to another medium (ME2.01) (See Appendix B).

Resources

Short Story Anthologies

Barry, James, Glen Huser, and Sharon Siamon, eds. *Friends for Life*. Scarborough: Nelson Canada, 1993. ISBN 0-17-603899-X

Stories, articles and poems about extraordinary relationships between people and animals.

Barry, James, Glen Huser, and Sharon Siamon, eds. *In Touch*. Scarborough: Nelson Canada, 1993. ISBN 0-17-603900-7

Stories, articles and poems about relationships and special people in our lives.

Barry, James, Glen Huser, and Sharon Siamon, eds. *Laugh Lines*. Scarborough: Nelson Canada, 1993. ISBN 0-17-603898-1
Humourous stories, poems, and articles, including "The Hockey Sweater" by Roch Carrier, "Good Morning, Opponents" by Bill Cosby, "Prinderella and the Cince" by Anonymous; "How to Eat Like a Child" by Delia Ephron.

Barry, James, Sharon Siamon, and Glen Huser, eds. *On the Edge*. Scarborough: Nelson Canada, 1994. ISBN 0-17-604362-4
Suspense stories, poems, and articles including "The Most Dangerous Game" by Richard Connell, "The Case of the Unused Seat Belt" by Donald J. Sobol, "Ordeal in the Arctic" by Robert Mason Lee, "Flames on the Water" by John Melady, "The Shooting of Dan McGrew" by Robert Service)

Barry, James, Sharon Siamon, and Glen Huser, eds. *Personal Best: The Sports Experience*. Scarborough: Nelson Canada, 1993. ISBN 0-17-603943-0
Sports stories including "Breaking Sports Records" by Andrew A. Rooney, "Slapshots: Hockey Moments to Remember" by Brian McFarlane, "Sports Shorts: Trivia From Around the World" by Barbara Seuling)

Bates, Susan. *Amazing 21 Canadian Newspaper Stories*. Scarborough: Prentice Hall, Canada, 1997. ISBN 0-13-742487-6

Bolder, Tonya, ed. 33 things every girl should know. *Stories, Songs, Poems and Smart Talk by 33 Extraordinary Women*. New York: Crown Publishers, Inc., 1998. ISBN 0-517-70936-8

Borovilos, John. *Breaking Though: A Canadian Literary Mosaic*. Scarborough: Prentice-Hall Canada Inc., 1990. ISBN 0-13-083072-0

Canadian Short Stories. Toronto: Oxford University Press, 1991. ISBN 0-19-54738-5

Chapman, Marilyn, ed. *Windows and Mirrors Volume 1*. Scarborough: Prentice-Hall, 1986. ISBN 0-13-960485-5
Stories selected to appeal to students with a wide range of abilities.

Gallo, Donald R. ed. *19 Short Stories by Outstanding Writers for Young Adults*. Mississauga: Visions @ School Book Fairs. ISBN 0-440-20208-6

Gallo, Donald R. ed. *16 Short Stories by Outstanding Writers for Young Adults*. New York: Dell, 1984. ISBN 0-440-07757-6

Hancock, Geoff, ed. *Silver Anniversary Anthology: Canadian Fiction Magazine*. Kingston, Ontario: Quarry Press Inc., 1997.

Iveson, Margaret and Samuel Robinson. *What's Fair? Anthology*. Scarborough: Prentice-Hall Canada Inc., 1993. ISBN 0-13-020256-8

Kloss, Lynn, ed. *Stories Without Endings: Snapshots*. Upper Saddle River, N.J.: Globe Fearon, 1996. ISBN 0-835-91212-4

Shusterman, Neal. *Mind Quakes: Stories to Shatter Your Brain*. New York: Tom Doherty Associates, Ltd., 1996. ISBN 0-812-55197-4

Shusterman, Neal. *Mind Storms: Stories to Blow Your Mind*. New York: Tom Doherty Associates, Ltd., 1996. ISBN 0-812-55198-2

Sobol, Donald J. *Two-Minute Mysteries*. Toronto: Scholastic, 1967.

Comic Strips and Cartoons

Johnson, Lynn. *Growing Like A Weed: For Better or Worse Collection.* USA: Andrews McMeel Publishing, 1997. ISBN 0-8362-3685-8

Johnson, Lynn. *If This Is a Lecture How Long Will It Be?- For Better or Worse Collection.* Kansas City: Andrews McMeel Publishing, 1990. ISBN 0-8362-1821-3

Schultz, Charles M. *Now That's Profound Charlie Brown.* New York: Harper Collins, 1999. ISBN 0-06-107561-2

Watterson, Bill. *The Days Are Just Packed: A Calvin and Hobbs Collection.* Kansas City: Universal Press Syndicate Co. 1996.

Sample Selection of Novels (High Interest/Low Vocabulary)

Burnford, Sheila. *The Incredible Journey.* Canada: General Paperbacks, 1989. ISBN 0-7736-7216-8

Cassedy, Sylvia. *Behind the Attic Wall.* New York: Avon Books, 1983.

Cushman, Karen. *The Midwife's Apprentice.* New York: Harper Collins, 1995. ISBN 0-06-440630-X

Dickens, Charles. *Great Expectations*, adapted by Monica Kulling. New York: Random House, 1996. ISBN 0-679-87466-6

Dumas, Alexandre. *The Man in the Iron Mask*, adapted by Paul Mantell. New York: Random House, 1998. ISBN 0-679-89433-0

Filiovic, Zlata. *Zlata's Diary: A Child's Life in Sarajevo.* Toronto: Scholastic, 1994. ISBN 0-590-48792-2

George, Jean Craighead. *Julie of the Wolves.* New York: Harper Trophy, 1974. ISBN 0-06-021943-2

Henry, Marguerite. *King of the Wind (The Story of the Godolphin Arabian).* Toronto: Scholastic, 1948. ISBN 0-590-45316-5

Katz, Welwyn Wilton. *False Face.* Toronto: Douglas & McIntyre, 1987. ISBN 0-88899-082-0

Khan, Rakhsana. *Darling If You Love Me Would You Please Smile.* Toronto: Stoddart Kids, 1999. ISBN 0-7737-6016-4

Lewis, C.S. *The Lion, the Witch and the Wardrobe.* US: Harper Trophy, 1994. ISBN 0-06-023481-4

Little, Jean. *Mama's Going to Buy You a Mockingbird.* Toronto: Puffin Books, 1984. ISBN 0-14-031737-6

Lowry, Lois. *The Giver.* New York: Dell, 1993. ISBN 0-440-21907-8

Naylor, Phyllis. *Shiloh.* South Holland, Ill.: Dell, 1991. ISBN 0-440-40752-4

Nixon, Joan Lowery. *The Name of the Game Was Murder.* New York: Dell, 1993. ISBN 0-440-21916-7

O'Dell, Scott. *Island of the Blue Dolphins.* United States: Dell, 1960. ISBN 0-440-75312-0

Paterson, Katherine. *Jacob Have I Loved.* Toronto: Scholastic, 1980. ISBN 0-590-43498-5

Sorenson, Margo. *Nothing Is For Free.* Logan, Iowa: Perfection Learning Corporation, 1996. ISBN 07891-0230-7

Wyndham, John. *Chocky*, adapted by Robin Waterfield. England: Penguin Readers, 1993.

Teacher Resources

Bledsoe, Lucy Jane. *Caught Reading the First Time*. Paramus, N.J.: Globe Fearon Educational Publisher, 1995. ISBN 0-835-91012-1

Passages Reading Program
High interest, low vocabulary novels with Reading Power Workbooks outlining vocabulary and comprehension activities.
The Perfection Form Company, Logan, Iowa.
Novel titles: *An Alien Spring, Don't Blame the Children, The Ghost Boy, The Haunting of Hawthorne, Maitland's Kid, Please Don't Ask Me to Love You, A Song to Sing, Sparrow's Treasure, The Vandal, When a Hero Dies*

Take Ten Novel Series
High interest, low vocabulary short novels encompassing a thematic approach. Five novels under four themes include: disaster, sports, mystery and adventure.
Costa Mesa, CA: Saddleback Publishing Inc., 1993.

Websites

Outta Rays's Head (Literature Lessons: Home Writing, Poetry Links)
http://www3.sympatico.ca/ra.saitz/litera1.htm
A source of assignments and teaching strategies encompassing a variety of levels, genres, and activity types for teachers of English. Many strategies for adapting literature and reading study in the multi-level classroom.

Activity 2: Introduction to Myths and Legends and Conclusion of Independent Reading Project

Time: 1000 minutes

Description

This activity exposes students to a variety of engaging myths and legends and should appeal to readers at any level. Students are exposed to the purposes and characteristics of both myths and legends. They are given an opportunity to practise reading skills, focus on key words, create a story, do research, categorize, and be involved in the group writing and editing process. They are also engaged in many enriching language activities.

Strand(s) and Expectations

Strands: Literature Studies and Reading, Writing, Language and Media Studies
Overall Expectations: LRV.01, LRV.02, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05, LAV.01, MEV.02.
Specific Expectations
Literature Studies and Reading: LR1.01, LR1.02, LR1.03, LR1.05, LR1.06, LR1.07, LR2.02.
Writing: WR1.01, WR1.02, WR1.04, WR3.02, WR3.03, WR4.01, WR4.02, WR5.01.
Language: LA1.01, LA1.02.
Media Studies: ME2.01.

Planning Notes

The teacher will:

- see "Image of the Learner" and other notes in the Course Overview;
- have a selection of myths, legends, and folk tales at different reading levels and of a wide cultural appeal, reflective of the nature of the students in the class and free from bias;
- make contact with the teacher/librarian to access additional resources;
- make preliminary contact with local sources of myths and legends (community centre, senior citizens' organization, town library, etc.);
- be familiar with instructional software programs such as Paint, Power Point, Publisher, Word, etc. or make contact with instructional technology resource personnel in the school for assistance;
- obtain sufficient copies of the local phone book to allow for student use;
- have a supply of chart paper and markers;
- create a rubric to assess upper level reading strategies skills (see Appendix 1 – Sample 1.3 in this section.);
- create a checklist for assessing students use of reading strategies (see Appendix 1 in this section.);
- use Bloom's Taxonomy to model questioning techniques for students (see p. 142 in *Making the Grade*, 1987. See Resources list.);
- create a Key Word Checklist (see Teaching/Learning Part V);
- create a Story Chart for comparison purposes (see Teaching/Learning Part VI);
- create a framework chart for writing a myth;
- devise sentence completions to model a variety of sentence types;
- create a Similarity/Difference organizer (see Part IX);

- be familiar with Urban Legends and locate Urban Legend web sites. Please see Resources section and cautionary note;
- create a Categorization Chart (see Teaching/Learning Part X, #8);
- create an organizer for an expository paragraph;
- create a Peer Checklist for the Expository Paragraph (Appendix I – 1.5, this section; also Appendix B: Assessment Tools);
- be familiar with the elements of design of various media forms;
- create a rubric to evaluate a media form (see Appendix B: Assessment Tools Rubric for Media Products);
- create a rubric to evaluate a paragraph (see Appendix 1 – Sample 1.6 in this section).

Teaching/Learning Strategies

Part I: Introduction

1. Introduce the concept of myth as an oral tradition that has been handed down from generation to generation for the following purposes: to explain the origins of the world and life; to explain the forces that control existence; and to show the struggle of humans to achieve identity and to know their place in both this life and after death.

Read a high interest myth to the class. Students may participate in choral reading of the myth so that each student can practise oral reading without stress or embarrassment. The class brainstorms possible purposes for which the myth was written. Students record class findings in their notebooks.

Students write five words that they do not know in their vocabulary log, determine meaning from contextual clues and dictionary, and use the words in appropriate sentences. Peers assess students' maintenance of the vocabulary log. (See Unit 1: Activity 2)

Part II: Reading Strategies

1. Read another high interest myth to the class, while the class reads along, with a focus on reading strategies.

Building on the reading strategies already mentioned in Activity 1, model the strategies of a good reader while reading and encourage active student participation in the process. For example:

- After reading the title, review the thinking process about information revealed in the title.
- While reading the myth, stop at various points to clarify thinking process. (i.e., Who is this character? What does he/she have to do with the title? How are these details adding to my picture of the character?)
- When new or difficult words are introduced, stop and use contextual clues, look back in the story or read ahead to find meaning.
- While looking back, remind students to skim as a reading strategy.
- At various points, model making predictions about the outcome at various points in the story.

Choose another high interest myth of suitable reading and interest level for the class and scan it or cut and paste it so that questions can be inserted at appropriate places to encourage students to use the reading strategies modeled in the previous exercise.

Assess students' ability to use reading strategies with a checklist. (See Appendix 1.)

Part III: Characteristics of Mythology

1. Ask the librarian to locate myths from different cultures and reading levels. Some of the myths should show males and females in non-stereotypical roles. Ideally, the myths selected will reflect the nature and background representative of all members of the class.

Students choose a myth from this collection of world myths and read it on their own or in pairs. Students should be given some key elements to look for in their myths which could somewhat resemble what they have already learned in the short story unit: setting, conflicts, qualities /powers of characters (gods), role of human beings, lesson or message, etc.

Groups of two to four (depending on the group skills of the class) engage in a "storytelling session". Students retell the story of the myth they have read.

Small groups of students then brainstorm on chart paper, commonalities in the myths based on the key elements they have focused on in step 2. The students generate elements from Teaching/Learning #2 as well as additional points of comparisons such as magic, weapons, etc. Students could try to isolate four or five elements that are common to their myths. The teacher should model a chart for the students such as the one below:

	Exotic setting	**Special powers/gods**	**Conflict**	**Explanation of nature**
Myth 1				
Myth 2				
Myth 3				
Myth 4				

Vary the task to require less teacher direction by providing the students with an open chart into which they could insert the common elements discovered by the groups in their discussions:

	Element 1	**Element 2**	**Element 3**	**Element 4**
Myth 1				
Myth 2				
Myth 3				
Myth 4				

Students could also create and complete an open chart on the computer.

Students then present their chart to class and compare the common elements they found.

Students reflect in their Response Journals, the common elements of myths, including two to three specific examples from the various myths. Students who require assistance might use sentence completions provided by the teacher: "A good myth was … because …" "The myth explained why …" "The myth taught a lesson about people that said …" "The myth taught a lesson about nature that explained …" etc. Assess the Journals for main ideas (common elements) and supporting details with a checklist.

While reading the Response Journals, compile a list of commonly misspelled words and use these as a jumping off point for teaching spelling rules and conventions. Assess with teacher prepared exercises/quizzes that reflect the errors the students are making in their journals (e.g., they're, there, their and other homonyms).

Part IV: Reading Comprehension

1. Direct a lesson on comprehension skills beyond the literal. (e.g. inference, interpretation of character traits, cause/effect, drawing conclusions, making judgements, etc.) Give the students sentences that require the use of these comprehension skills. For example:
   - Give the students the statement: "Janice refused to speak to her boyfriend because she had seen him talking to another girl at lunch." From this one statement students could infer that Janice might be jealous, interpret her character as possessive, interpret the boyfriend as unfaithful, draw conclusions about the cause and effect of this relationship, determine that the relationship might be shaky, or judge the actions of Janice and her boyfriend.
   - If the class requires a more structured approach, the teacher could present three separate sentences from which inferences could be made: a sentence focusing on character; a sentence focusing on cause and effect, a sentence focusing on making a judgment or drawing a conclusion. For example: Steve has a bad temper. Steve hit his thumb with a hammer in Construction class. Steve is completing three lunch hours of community service in the Woodshop.
2. Choose another myth appropriate for the class and accompany the myth with questions. The questions check the students' level of comprehension of the text. Each question reflects one of the previously mentioned comprehension skills. Formatively assess the students' response to the questions with a comprehension skills rubric. (See Appendix 1 – Sample 1.3 in this section.)

Part V: Key Words in Questions

1. Direct a lesson on key words in questions. (e.g. define, name, describe, explain, demonstrate, construct, compare, examine, create, plan, select, decide, etc.) in order to empower students with the knowledge of how questions are generated by a teacher.
2. Instruct students in a modified version of Bloom's Taxonomy. (See p. 142 in *Making the Grade*, referenced in Resources for this section.) To illustrate the various types of questions, use a topic that would be familiar to all students, such as a movie or common school incident (e.g., Kerry is absent from class today. He was seen in the school earlier.), and demonstrate how to use the questions to direct increased levels of thinking.
3. Students choose another myth, which suits their reading levels, cultural backgrounds and interests. The teacher puts students in pairs to create 12 questions (two from each domain).
4. Students then exchange questions with another pair and answer each other's questions.
5. Students assess in pairs the answers to their questions, and assess the effectiveness of their questions.
6. Evaluate, using a checklist, whether or not the pairs were able to create questions from each of Bloom's domains. (See Appendix 1 – Sample 1.4.)

Part VI: Comparison of Myths

1. Provide a variety of Creation Myths to suit the cultural composition of the class. Students choose three Creation Myths of their choice. (i.e., North American, Greek etc.).
3. Students read the myths and fill in a Story Chart illustrated below, to allow them to compare the three myths under some of the following elements: character, setting, conflict, purpose, audience.

	Character	**Setting**	**Conflict**	**Purpose**	**Audience**
Myth 1					
Myth 2					
Myth 3					

4. Evaluate the chart for accurate conclusions drawn by the students after their analysis of the three myths.
5. Model comparison sentences on the board and give the students exemplars for future reference. Students formulate comparison statements for the teacher to write on the board taking information from the charts.
6. Students summarize the information from the charts into their Response Journals in order to practise formulating sentences with comparisons. Students could also reflect in their Journals about what we learn of the people who told the stories: their fears, their hopes and dreams, and the type of people they considered heroes.

Part VII: Myth Creation

1. Students create a myth of their own, or in pairs. The myth includes all the elements of a myth as seen in the previous activities. Students may brainstorm topics of regional significance to develop into myths. Some topics could include: "How this school came to be" "Why this region is famous for …" "Why our town is called …", etc.

Create a framework for the students to guide them in writing their own myths:

Framework of Myth	
Setting	
Problem (natural phenomena) to be explained	
Hero(s)/god(s)	
Special powers	
Solution	
Role of humans	

Discuss the appropriate verb tense to be used in the myth. Clarify several uses of the comma, (e.g., in a series, after an introductory phrase, etc.).

The myths can be rehearsed and then read to the class for entertainment. Alternately, a primary class could be invited from the neighboring school to listen to a reading of the myths. Students should be encouraged to read the myths with pauses to show their use of commas and to emphasize verbs that create exciting action.

Students illustrate some aspect of their myth (e.g., monster, special weapon, etc.) by utilizing art materials, clay, computer graphics, or by accessing materials in the Technical Studies Department (Manufacturing, Construction). This creation could be part of the presentation of the myths to the elementary school children. Students may also be given the opportunity to utilize instructional technology, through illustrations using a Paint program to create a picture book, or Power Point to create a slide presentation version of their myth.

Part VIII: Introduction to Legends

1. Introduce the students to the concept of legends and engage them in a conversation about the purpose and audience of these tales. Legends are defined as stories handed down from the past. Although legends are fictional, they are based on truth: the hero or heroine did live, or the event did take place. However, the storyteller exaggerated the incident in order to make the story more interesting.
2. Select a high-interest legend suitable to the reading level and cultural background of the class and devise a sentence completion exercise to assess the students' comprehension. In the exercise, model the use of a variety of sentence types: simple, compound, complex, and compound-complex. After reading the story together and discussing the responses to the sentence completions, review the variety of sentence types used.

3. Set up four reading stations around the room with a selection of various legends at different reading levels and representing a cross section of cultural backgrounds. Some of the legends should show males and females in non- stereotypical roles.
4. Divide the class into four groups and assign the groups to each station for approximately 15 minutes each.
5. Students at each station pick a story to read to the group. After each reading, the group attempts to explain the purpose and audience for the story.
6. Depending on individual student need, prepare a chart for students to complete to assist in their investigations.

Main Events of the Legend	**Purpose/Lesson**	**Audience**
character:		
goals:		
conflict:		
resolution:		

Students record a short summary in their Journals of two of the four legends read in the group, along with the purpose, and intended audience of the stories.

7. Ask the students to demonstrate the use of a variety of sentences in this Journal entry. Assess this exercise with a checklist. Students for whom additional challenge is appropriate in this area, could be asked to identify two sentences as simple, two as complex, two as compound, and two as compound-complex.
8. If desired, students may select two additional legends, either from home, teacher or school library selection and share with peers in a group. Have extra selections available for those students who cannot find suitable legends or folk tales.
9. Students write an ad for the school newsletter and for the local newspaper to advertise for "storytellers" (people who have an interesting family or historical tale to tell) who would be willing to visit the class to tell the story.
10. Supply models of simple advertisements (from want ads in newspapers, or locally distributed "shoppers' news" type flyers). Using these as models, students create their own ads. Students should be allowed the opportunity to use computers to format and polish their ads.
11. The class judges the ads and chooses the best ones to be used for real advertising.
12. Provide students with telephone books for the region and review the format and organization of the book. Using the yellow pages, the class determines addresses of local "storyteller" resources from senior citizens, war veterans, various ethnic organizations and local clubs and historical societies.
13. Provide students with a model of a personal business letter and have them write letters on a word processor, inviting individuals to visit the classroom to share their stories. If the class interest makes it appropriate, (and a suitable community resource becomes available), proofread and mail the letters. Expand the activity by allowing the students to: make arrangements to receive visitors, organize and arrange the classroom to hear the stories, be responsible for introducing and thanking the speaker, write a thank you note to the speaker, and learn and practise the skills of polite and thoughtful hosts. Please note that it is important to follow school and board policies regarding speakers and visitors to the school.

Part IX: Comparison of Myths and Legends

1. Students choose a myth and a legend and compare the differences and similarities in a suitable organizer, such as a "Question Matrix".

?	**Myth**	**Legend**
Type of Hero?		
Special Powers?		
Link to Real Events?		
Setting? (real or fantasy)		
Purpose?		

2. Evaluate the organizer for completeness and accuracy in recording similarities and differences.

Part X: Modern Legends

1. Introduce the topic of "Urban Legends" and engage the students in a discussion of some of the plots and characteristics of this form.
2. Students search web sites for urban legends and report one of the stories and its origin to the class. See Resources section and cautionary note. Preview these sites as some urban legends are violent and may be graphic. Based on knowledge of the nature of the students and the sensitivity of the community, you may wish to use the sites as a reference for teacher use only, and not allow student access to the site.
3. Students may wish to create their own "Urban School Legends" individually, in pairs or in small groups. They could create stories about: "The students who disappeared into the Internet …" "The teacher who was swallowed up in the photocopy room …" "The green hamburger that was served in the cafeteria to unsuspecting students …" etc.
4. Engage the students in a discussion about modern legendary people (Wayne Gretzky, Michael Jordan, Princess Diana, etc.) in preparation for a discussion, research and writing about personal heroes.
5. Write the term "Hero" on the board; and have the class brainstorm definitions, characteristics, and examples of heroes; and capture their ideas on the board or on chart paper. Following this, the class, with teacher direction, categorizes the ideas to be able to define heroic characteristics from their own personal opinions of heroism.
6. Students identify examples of individuals from the public domain that they would classify as a hero. (e.g., sports hero, politician, film star, rock star, etc.) Students work in groups of two to four, to brainstorm facts and ideas about these heroes and record the brainstorming in their notes. From the notes, each student identifies one individual to research. (Students researching the same individual may work in pairs or small groups, if appropriate.)
7. Students locate, from electronic, print, and other sources, information about their heroes and record the information in their notes.
8. Model categorization on the board under teacher-chosen headings. Pairs of students categorize their information under appropriate headings with the purpose of setting up an organization for paragraphs. Devise a sample chart for the students to illustrate categories/headings such as:

Early Life	**Influences**	**Accomplishments**

9. Provide students with a blank chart to record their personalized categories and the points that go under these categories. (Alternately, allow the students to create their own charts in a word processing program.) Check that all categories are completed and the points under the categories are appropriate.
10. Model for the class how to rewrite a category from the chart into a paragraph.
11. Review the structure of a paragraph: clear and complete topic sentence, supporting details, and concluding sentence. Provide a model of a well-crafted paragraph. Ideally this can be provided from exemplars of student work.
12. Create an organizer/framework to help students structure their paragraphs:

Structure of Paragraph	
Introductory sentence	
Detail #1	
Detail #2	
Detail #3	
Concluding sentence	
Linking words	

13. Model a variety of sentence types, subject/verb agreement, and ways of connecting ideas in sentences. The class should also decide which verb tense is most appropriate for a report on their hero. Students could then meaningfully look for these aspects in their peer editing.
14. Students write or word process a rough draft and share rough drafts for editing purposes in pairs, using a peer editing checklist. (See Appendix 1 – Sample 1.5.)
15. Students word process their edited paragraphs, if they have not used word processing as part of the composing process. Evaluate the paragraph with a rubric. (See Appendix 1 – Sample 1.6.)
16. The teacher may wish to use this opportunity to examine the business letter and have the students write business letters that might be written by the heroes that they have researched (e.g., Wayne Gretzky applying for a job at the school; the Spice Girls applying to perform a concert in the region, etc.).

Part XI: Independent Reading

1. Students will have completed reading their *independent reading* by this time and will have the Story Elements (plot, character, conflict, solutions) and Vocabulary Logs completed to use as a reference for culminating activities based on the piece. (Please see Activity 1, Part V in this Unit.) In all of the following Teaching/Learning activities, the tasks should be adapted to reflect the literacy needs and degree of independence of the students who will be completing the reading and the tasks. Students with developed skills in reading and writing should be encouraged to complete a more "literary" analysis; students requiring more support should be offered opportunities to present their ideas in oral or picture form. All students should be given frequent opportunities to utilize instructional technology in creating, formatting and polishing their responses.
2. Students complete a summary "*Story Frame*" for their independent novel or other independent reading project.

Story Frame

The story takes place ____.
______________________ is a character in the story who _______________
______________________. ______________________ is another character
in the story who __________________________________. A problem occurs
when _____________________________. After that, __________________
____________________________ and ____________________________.
The problem is solved when __________________________________.
The story ends with ____.

3. Students should be asked to complete sentences (or topic beginnings for paragraphs for students requiring more challenge) relating to their understanding of the *main plot components* of the story. These may include:
   - An exciting part of the book happens when …
   - The main character is described well in the following passage: …
   - The setting is described effectively in the following passage: …
   - A character that causes problems for the main character is …
   - The character solves the problem by …
   - The ten most important events in the story are …
   - My favourite character is …
   - My least favourite character is …
   - A boring section happens when …

   Some students may be given the opportunity to deliver their opinions orally to a teacher, peer helper, or volunteer. Students completed sentences, paragraphs, or the teacher using a checklist that examines for expression of an opinion and supporting detail assesses oral responses.
4. Students complete activities based on the *structure* of their chosen reading and their use of reading strategies. These could include:
   - Identify the title. How does it relate to the story that follows?
   - Are there chapter titles? How do these relate to the chapters and allow you to predict? Remain interested?
   - If there are no titles for chapters, or no chapters, divide the story into sections. Suggest an interesting and exciting title for each section.
   - Find the last line in a chapter that you think is effective in making the reader want to continue. Why is this so?
   - Are there pictures in the piece? Find one that you think is particularly effective and state why.
   - Find an example of interesting dialogue in the story. Rewrite it so that it is a letter from one character to the other OR find a partner and practise reading the dialogue so that it sounds exciting and interesting.
   - Make up six questions that could be used to test the knowledge of the next person who reads this story. Include the answers and page references from the story.

   Once again, the final product from students should reflect their individual needs and goals. (Please refer to "Image of the Learner" in the Course Overview.) Some students may complete the assignment orally, other students' work should reflect varying degrees of literary analysis, detail, and sophistication. Evaluate the products with a checklist that assesses students' understanding of the structural piece and use of supporting detail for opinions.

5. Students create one of: a poster, CD cover, book jacket, etc., on one of the heroes of the independent reading that they have completed.
6. Review the basic elements of design necessary for these media forms by utilizing examples and evaluate the design with a rubric. (See Appendix B.)
7. Students may also complete an appropriate selection of the following activities in relation to their independent reading:
   - Select a main character and create a "Wanted Poster" about the character;
   - Select a main character and, using a teacher-provided template, complete a resume or career profile that this character might use to search for employment;
   - Write a letter of application from the character, applying for a job in the community, using a teacher-provided structure;
   - Select a character from the independent reading. In pairs, or small groups, students create a short scene or story in which the two (or more) characters meet. The scene/story should create a conflict, resolve it, and give a message to the reader. Students may present the scene to the teacher, another group or the class as a whole, as appropriate;
   - Create a map of the main setting in the story, locating all important settings and events in the story;
   - Create a collage, using magazines and art materials, that reflects the main ideas, characters or settings of the story;
   - Create the front page of the newspaper that records the major events in the story. Students should use teacher-provided template and actual newspapers as models for their creations;
   - Create a board game, card game, or other form of game, based on the events in the story; Students may present their games to small groups in the class and have them play the game. Use actual games as models;
   - Create a crossword puzzle, word search or other word game, using vocabulary that has significance in the novel;
   - Create a myth, folk tale or fairy tale for children based on the events in the story. Students should word process their stories and include graphics, either computer drawn, hand drawn, or cut from magazines.

   Assess the final polished products using the rubric for evaluating a media form. (See Appendix B: Assessment Tools.)

Assessment/Evaluation

The teacher and students gather evidence of the specific expectations outlined for this activity by:

- a formative assessment by the teacher using a Reading Strategies Checklist to score answers to students' written responses to questions on a myth to assess the students' understanding of texts and use of prompts to present information (LR1.01, LR1.03, WR3.01);
- a formative assessment by the teacher using a Story Chart completion checklist to assess the students' ability to use the graphic organizer to remember what they read (LR1.05);
- a formative assessment by students using checklists to monitor continued use of a Reading Log (LR1.06);
- a formative assessment by the teacher using a checklist (main idea, two or three supporting details, comment) to assess students' use of Response Journals for recording reactions to stories read in this unit and ideas for writing assignments (LR1.07, WR1.04);

- a formative assessment by the teacher using a checklist on student application of writing process to the development of an expository paragraph on a hero (WR1.01; WR1.02, WR3.02, WR4.01, WR4.02, LA1.01);
- a formative assessment by the students using a checklist (see Teaching/Learning Part VIII, #8) for the expository paragraph to assess students' knowledge and use of grammar (WR5.01);
- a formative assessment using direct written response to a teacher-developed quiz to assess students' use of spelling rules and strategies to improve their spelling and expand vocabulary, and use of correct punctuation (WR5.01, LA1.01);
- a formative assessment by a teacher and peer using a checklist to review and assess students' evidence of goal setting to develop vocabulary through on-going maintenance of the personal vocabulary log with word, meaning, and correct use in a sentence (LA1.02) (See Unit 1, Activity 2.);
- a summative evaluation by the teacher using a checklist on the student-created questions using Bloom's Taxonomy (LR1.01, LR1.02, WR1.01);
- a summative evaluation by the teacher using students' completed comparison charts to assess their ability to compare two different types of story studied in this unit (LR1.02, LR2.02, WR3.03);
- a summative evaluation by the teacher using a rubric for media product to assess students' adaptation of a print work to another medium (ME2.01);
- a summative evaluation by the teacher using a rubric to assess students' paragraph writing skills (WR3.02, WR3.03);
- a summative evaluation by the teacher using checklists to show that students have understood both plot (LR1.01, LR1.02, WR3.03) and structural (LR.01, LR1.03, LR2.02) elements of their independent reading.

Resources

Myths and Legends

Acosta, Joan. *Canada Coast to Coast*. Toronto: Nelson Canada, 1995. ISBN 0-17-604257-1

Barry, James, ed. *Global Reading Safari*. Scarborough: Nelson Canada, 1994. ISBN 0-17-603980-5
A global perspective on fiction from folk tales, Homer's story on the Cyclops to contemporary literature.

Barry, James, Sharon Siamon, and Glen Huser, eds. *Just Fantastic*. Scarborough: Nelson Canada, 1993. ISBN 0-17-603946-5
Stories, articles, and poems about fantasy, superheroes, and mythological creatures. Includes "Great Fantastics" by Sharon Siamon and Laura Edlund; "The World Where Wishes Worked" by Stephen Goldin.

Barry, James, Sharon Siamon, and Glen Huser. *Personal Best: The Sports Experience*. Scarborough: Nelson Canada, 1993.
Section entitled "Sports Legends" including "Growing Up a Star" by Wayne Gretzky with Rick Reilly; "Snapshots of Greatness: Famous Sports Heroes" by Louis Sabin and Kate Haycock; "Muhammed Ali and the Fly" by Ira Berkow.

Brandenburg, Aliki. *The Gods and Goddesses of Olympus*. Harper Collins, 1994. ISBN 0-06-446189-0

Bremer, Paula. *Myths, Legends, Neat Things: Grades 6 – 8*. USA. ISBN 0-8801-814-3

Bulzone, Marisa, ed. *Grimm's Grimmest*. San Francisco: Chronicle Books, 1997. ISBN 0-8118-1675-3

Despair, Pleasant. *Eleven Nature Tales – A Multicultural Journey*. Little Rock: August House Publishing, 1996.

Erdoes, Richard, and Alfonso Ortiz, eds. *American Indian Myths and Legends*. New York: Pantheon Books, 1984. ISBN 0-394-74018-1

Gill, S. and I. Sullivan. *Native American Myths*. Toronto: Oxford University Press, 1994. ISBN 0-19-508602-3

Lottridge, C. and A. Dickie. *Mythic Voices: Reflections in Mythology*. Scarborough: Nelson, 1991. ISBN 0-17-603713-6

Page, Michael and Robert Ingpen. *Encyclopedia of Things That Never Were: Creatures, Places and People*. New York: The Penguin Group, 1985. ISBN 0-14-010008-3

Moses, D. and T. Goldie, eds. *An Anthology of Canadian Native Literature in English*. Toronto: Oxford University Press, 1998. ISBN 0-19-541282-6

Muschla, Gary Robert. “Words of Folklore” “Inventing a Folk Tale”, “Words of Mythology”, “Modern Myths” in *The Writing Teacher’s Book of Lists*. New Jersey: Prentice Hall. ISBN 0-13-971169-4

Reid, Martine J. *Myths and Legends of the Haida Indians of the Northwest*. British Columbia: BC Books, 1998. ISBN 0-88388-112-8

Roman, Trish Fox, ed. *Voices Under One Sky: Contemporary Native Literature*. Scarborough: Nelson Canada, 1994. ISBN 0-17-603979-1
Stories, poems, and memoirs of North American Native people. Includes “Glooskap Visits the King” by Joseph Bruchac; “Grandfather Bear” as told by Earth Elder; “Wesakachak and the Geese” by Jackson Beardy.

Rosenberg, D. and S. Baker, eds. *Mythology and You: Classical Mythology and Its Relevance To Today’s World*. Chicago: National Textbook Co., 1992. ISBN 0-8442-5561-0

Sant, Montse. *The Book of the Dragon.* Surrey, UK.: Paper Tiger, 1992. ISBN 1-85028-214

Shuker, Dr. Karl. *Dragons: A Natural History*. Toronto: Elan Press, 1995. ISBN 1-55144-094-6

Wilkinson, Philip. *The Illustrated Dictionary of Mythology: Heroes, Heroines, Gods and Goddesses From Around the World*. Montreal: The Reader’s Digest Assoc. Ltd., 1998. ISBN 0-88850-664-3

Teacher Reference

Cornfield, R. J. et al. *Making the Grade: Evaluating Student Progress*. Scarborough: Prentice-Hall, 1987.

Websites

Animals, Myths and Legends – Tales from Oban the Knowledge Keeper
http.//www.planetozkids.com/oban/
A collection of children’s myths and legends about animals. Asks for submissions of stories for potential inclusion on the site.

Greek Myths and Legends
http://aristoplay.com/greek.htm
Players learn about Greek mythology while playing a simple game of rummy using a deck of cards that features thirteen favourite myths and legends.

Caution to Teachers: The following websites on the topic of urban legends offer useful information to the teacher to pursue this theme with classes. However, because of the nature of some of the kinds of mythology evidenced by urban legends, and the unrestricted and unedited nature of the Internet, *students should not be given free access to these sites*.

Urban Legends Reference Pages
http.//www.snopes.com/
A reference source for urban legends, myths, and folklore. A collection of urban legends including: wedding legends, Hallowe'en legends, horror legends, and trivia quizzes.

Urban Legends & Modern Myths
http://warphead.virtualave.net/
A collection of Urban Legends, modern myths, and American folklore categorized under topic headings.

Appendix 1:

1.1: Checklist for Reading Comprehension Skills

Reading Comprehension Skill	**Details Complete**	**Incomplete**	**Improvement Suggested**
Question about significance of title			
Question that clarifies thinking			
Question that requires reading back			
Question that requires reading ahead			
Question that requires skimming to obtain more information			
Question that requires making a prediction			

1.2: Story Chart Rubric

Story Elements	**Level 1**	**Level 2**	**Level 3**	**Level 4**
Setting	- demonstrates limited knowledge of setting	- demonstrates some knowledge of setting	- demonstrates considerable knowledge of setting	- demonstrates thorough knowledge of setting
Plot	- demonstrates limited knowledge of plot	- demonstrates some knowledge of plot	- demonstrates considerable knowledge of plot	- demonstrates thorough knowledge of plot
Character	- demonstrates limited knowledge of main characters	- demonstrates some knowledge about main characters	- demonstrates considerable knowledge of main characters	- demonstrates thorough knowledge of main characters
Conflict	- demonstrates limited knowledge of the conflict development	- demonstrates some knowledge about conflict development	- demonstrates considerable knowledge of conflict development	- demonstrates thorough knowledge of conflict development
Solutions	- demonstrates limited understanding of solutions	- demonstrates some knowledge of solutions	- demonstrates considerable knowledge of solutions	- demonstrates thorough knowledge of solutions

1.3: Comprehension Skills Rubric

	Level 1 Limited Performance	**Level 2** Inconsistent Performance	**Level 3** Good Performance	**Level 4** Excellent Performance
Inference	- demonstrates limited understanding of inference clues	- demonstrates some understanding of inference clues	- demonstrates considerable understanding of inference clues	- demonstrates thorough and insightful understanding of context clues
Interpretation of Character	- demonstrates limited understanding that character is revealed through appearance, words, actions and what others' say	- demonstrates some understanding that character is revealed through appearance, words, actions and what others' say	- demonstrates considerable understanding that character is revealed through appearance, words, actions and what others' say	- demonstrates thorough and insightful understanding that character is revealed through appearance, words, actions and what others' say
Cause/Effect	- demonstrates limited understanding in drawing conclusions	- demonstrates some understanding in drawing conclusions	- demonstrates considerable understanding in drawing conclusions	- demonstrates thorough and insightful understanding in drawing conclusions
Drawing Conclusions	- demonstrates limited understanding of how to draw conclusions	- demonstrates some understanding of how to draw conclusions	- demonstrates considerable understanding of how to draw conclusions	- demonstrates thorough and insightful understanding of how to draw conclusions
Making Judgments	- demonstrates limited understanding in making judgments	- demonstrates some understanding in making judgments	- demonstrates considerable understanding in making judgments	- demonstrates thorough & insightful understanding in making judgments

1.4: Checklist for Questions from Bloom's Taxonomy

Key Word Checklist	
Domain	**Check**
Knowledge	/2
Comprehension	/2
Application	/2
Analysis	/2
Synthesis	/2
Evaluation	/2
Total	/10

1.5: Peer Checklist for Expository Paragraph

Topic	Peer Comment
complete sentences	
variety of sentence types	
noun/pronoun, subject/verb agreement	
consistent verb tense	
clear introductory sentence(s)	
details (comment on things that need to be added, left out, rearranged)	
concluding sentence(s)	
linking words used	

1.6: Paragraph Writing Rubric

	Level 1 Limited Performance	**Level 2** Inconsistent Performance	**Level 3** Good Performance	**Level 4** Excellent Performance
Introductory Sentence	- topic not clearly stated	- topic stated	- topic stated clearly	- topic stated clearly with originality
Body	- sentences not related to topic	- sentences related to topic; details not related to topic	- some appropriate details about the topic	- all appropriate details about the topic
Concluding Sentence	- conclusion not clear	- repeats the topic using same words as introduction	- rephrases introductory sentence using synonyms and antonyms	- detail in the body connected to the topic to wrap up the paragraph
Sentence Types	- uses one sentence type only	- uses two sentences types only	- uses three types of sentences	- uses all four types of sentences
Subject/Verb Agreement	- makes a significant number of agreement errors	- makes a few agreement errors	- makes one agreement error	- all subjects and verbs agree
Connecting Ideas	- no connecting words or phrases used	- some connecting words or phrases	- appropriate use of connecting words and phrases	- all ideas connected with appropriate words and phrases
Verb Tense	- tenses switch back and forth	- some inappropriate switching of tenses	- one or two inappropriate use of tense	- use of tenses is consistent and correct

Unit 3: Creative Voices

Time: 12.5 hours

Unit Description

Students are exposed to a variety of poetic forms that exist in many guises throughout our society. Students examine songs, slogans, ballads, advertising jingles, and advertising print as forms of poetry and poetic use of language. Traditional forms of poetry are selected to reflect student interest. Students examine the use of language, imagery, and stylistic techniques that characterize poetry's emphatic message and gain an understanding that "poetry " is a constant in our lives conveying powerful emotions, experiences, and cultural characteristics. Students respond to and create a variety of expressions, concluding with the creation of a personal anthology.

Strand(s) and Expectations

Strands: Literature Studies and Reading, Writing, Language, and Media

Overall Expectations:

By the end of this course students will:
LRV.01 - select, read, and demonstrate an understanding of a variety of literary and informational texts, which are both personally meaningful and relevant to their courses of study;
LRV.02 - demonstrate an understanding of the elements of key literary and informational forms, with an emphasis on the features of textbooks, newspaper articles, short narratives, plays and business letters;
WRV.01 - use specific strategies to gather information and to generate ideas for written work;
WRV.02 - select and use different literary and informational forms … for different audiences and different purposes;
WRV.03 - use an organizational pattern to structure their ideas for writing texts;
WRV.04 - use strategies for revising written work;
WRV.05 - use strategies for editing and proofreading written work, with an emphasis on the conventions of Standard Canadian English;
LAV.01 - use vocabulary and language conventions to read, write and speak clearly and correctly;
LAV.02 - use listening techniques and oral communication skills to participate in large and small group discussions for a variety of purposes;
MEV.01 - identify and describe the elements, intended audiences and production practices of a variety of media forms;
MEV.02 - use knowledge of a variety of media forms, purposes and audiences to create media works.

Specific Expectations

Literature Studies and Reading

LR1.01 - demonstrate understanding of text by making inferences, drawing conclusions and supporting opinions about the text and by making personal connections to issues and ideas in the text;
LR1.02 - read texts for a variety of purposes, with an emphasis on selecting texts to extend personal knowledge, gather information for writing and discussion;
LR1.07 - use Response Journals to record reactions to texts they have read for personal and academic purposes;
LR2.02 - describe the elements of different text forms.

Writing

WR1.02 - locate and record (using graphic organizers) information and ideas from print and electronic sources;
WR1.04 - use Response Journals as a source of information and ideas for writing assignments;
WR2.01 - identify their purpose for selected pieces of writing;
WR2.02 - identify the audience for selected pieces of writing;
WR3.03 - use a simple organizational plan such as chronological order or compare/contrast, to structure body paragraphs in a short report, following teacher modeling and shared writing of the form;
WR4.01 - use revision strategies … to produce clear, complete writing;
WR4.02 - use the feedback of others to improve the quality of ideas and organization in the writing;
WR5.01 - use strategies to edit and proofread writing, identifying and correcting errors according to the requirements for grammar, usage, spelling and punctuation…

Language

LA1.01 - use strategies to expand vocabulary…;
LA2.01 - demonstrate the skills necessary for working successfully with others in groups…;
LA2.02 - use key listening techniques and oral communication skills to accomplish tasks in groups…;
LA2.05 - demonstrate appropriate listening behaviours (eye contact, leaning toward the speaker, not talking);
LA2.06 - make a short oral presentation … appropriate to the students' level of confidence to the class or small group.

Media Studies

ME1.01: demonstrate developing critical thinking skills by identifying the differences between explicit and implicit messages in media works;
ME1.02: identify and describe the elements used to structure media works in a variety of forms;
ME2.02: create media works for different purposes.

Activity Titles

Activity 1	Poetry Alive!	110 Minutes
Activity 2	Powerful Words, Imagery and Techniques!	115 Minutes
Activity 3	Project Prep and Working Together!	150 Minutes
Activity 4	Anthology Project	225 Minutes

Activity 1: Poetry Alive!

Time: 110 minutes

Description

Students are introduced to a variety of meaningful and interesting poetic forms that exist in the world around us. Exposure to songs, advertisements, and various texts enhance students' experience and help them respond to future activities in the unit.

Strand(s) and Expectations

Strands: Literature Studies and Reading
Overall Expectations: LRV.01.
Specific Expectations: LR1.02, LR1.07.

Planning Notes

The teacher will:

- review "General Planning Notes", "Image of the Learner," and "Prior Learning Required" in the Course Overview;
- prepare samples of a wide variety of poetic forms (e.g., songs, slogans, visual poems, songs, jingles, etc.). The teacher may wish to prepare a short video montage of various music video/advertising jingle/poetic forms. Include a selection representing a variety of Canadian and other cultural examples reflective of the composition of the class;
- prepare "purpose of poetry" questionnaires to be placed on each of four tables (see Teaching/Learning #4);
- prepare a student self-check list for the poetry package (see Teaching/Learning #6);
- provide newspapers, magazines, poems, songs, CD's, tapes, etc.;
- suggest students select favourite songs, magazines, ads from home and bring to class and preview these samples for appropriateness.

Teaching/ Learning Strategies

1. Have music playing as students enter the room. As well, the teacher may wish to show a video montage of various advertising/musical/poetic forms.
2. On the board, write "What is Poetry?"
3. Students are placed at one of four tables. At each table, have a variety of texts and materials to allow students to experience a range of poetic forms.
4. At each table, students read the materials present. At five minute intervals, the students switch and move to a new table to experience new forms. Questionnaires are on the tables to direct student thinking. Questions include: Does the piece tell a story? Reveal a message? Create a powerful image? Express feelings? Is there a pattern? Does the poem rhyme? Is there a rhythm? Students may chart responses on chart paper or in their notebooks.

Chart for Poetic Samples		
Poetic Text Type	**Source**	**Relationship to Definition**
slogan, advertisement, ballad, etc.	magazine, poetry book, etc.	personal comment

5. Students return to individual desks. The class brainstorms responses to the question: What is poetry? Through teacher-led discussion and categorization of ideas, the students should be able to develop a class definition of poetry.
6. Discuss *intended audience* of slogans, advertisements and music.
7. Introduce the class to the development of a personal poetry package that is used to compile a variety of poetic samples. The package includes the chart from Teaching/Learning Strategy 4 as an organizer and index.
8. Students record the class definition of poetry on the title page of their package, and may choose to decorate their poetry package.
9. Students gather and select several samples of poetic expressions from at least three different sources. These samples are included in the package and recorded on their charts.
10. Students gather and select several samples of poetic forms from at least three different sources. These samples are included in their packages and recorded on their charts.
11. Students select two poetic texts to write a directed response in their Response Journals. The questionnaire serves as a guide to this response.

Assessment/Evaluation

The teacher and students gather evidence of the specific expectations outlined for this activity by:

- a formative assessment by the students using a checklist to assess the completed chart that indicates an understanding of their ability to gather, select, and read texts that are both personally meaningful and relevant to the study of poetry (LR1.02);
- a formative assessment by the teacher using the students' Journal responses to two separate poetic texts using the questionnaire probes (LR1.07).

Activity 2: Powerful Words, Imagery and Techniques!

Time: 115 minutes

Description

This activity is designed to engage student awareness of the elements of descriptive language and emphatic communication in wide variety of forms. Students experience how language, visual images, tone, and colour may all create a powerful message and mood. Students investigate exemplars from the literary, musical, business, and social worlds and read, examine, and create their own messages in a variety of ways

Strand(s) and Expectations

Strands: Literature Studies and Reading
Overall Expectations: LRV.01, LRV.02, WRV.01, LAV.01, LAV.02, MEV.01.
Specific Expectations: LR1.01, LR1.02, LR2.02, WR1.04, WR3.03, LA1.01, LA2.01, ME1.01, ME1.02.

Planning Notes

The teacher will:

- select a variety of poetic forms including songs, nursery rhymes, limericks, ballads, advertising jingles, slogans, words, images, as well as a selection of various styles of poetry. The teacher should have many examples for student use.
- prepare samples of figurative language (See Teaching/Learning #1). Five different sets of examples are needed to provide one for each group.
- post a variety of pictures, advertisements, paintings, etc. in the classroom that convey strong messages or moods. The Visual Arts Department can provide a valuable resource.
- have art supplies available (water colours, brushes, paper, etc.)
- select single frame cartoons and expressive pictures and remove any print messages.

Teacher/Learning Strategies

1. Students review by listing the common elements of expressive forms (e.g., comparison, exaggeration, repetition, rhythm, imagery, visual presentation, etc.) and refer to samples from Activity 1 for examples.
2. Students are placed in groups of two to four students as appropriate for the individual skills and needs of the students. Provide each group with a set of prepared samples of the elements in a variety of forms (e.g., slogans, t-shirt decals, sayings, songs, etc.) Students identify elements of poetic forms in the samples provided and present their findings to the teacher, another group, or the whole class, as appropriate.
3. Students, with teacher direction, brainstorm words that indicate mood (e.g., scary, eerie, romantic, joyful, etc.) and copy the list for future reference.
4. With a partner, students select and read a sample using tone and emphasis to demonstrate a mood. For example, the student may choose to read an ad to create a romantic mood, or read the same ad to create a mood of horror. The class may wish to pursue this activity by reading a variety of samples to experiment with several moods, independently, in pairs, or as an entire class.
5. Students identify a variety of settings that convey various moods (e.g., carnival, video arcade, bar, store, family restaurant, etc.) and discuss the kinds of techniques that create different moods: texture, music, light, sound, etc. Students may wish to chart each of the settings, its characteristics and the effect on chart paper.

Mood Creation in a Variety of Settings

Setting	Music	Lighting	Sounds	Textures
carnival				
video arcade				
bar				
jeans store				
family restaurant				

6. Provide students with a selection of texts that can be used to examine how mood is created. Samples can be found in print advertising, television advertising, slogans, songs, jingles, poems, etc. (For example, banking, insurance, sports equipment, and soft drink advertising provide good examples of powerful creation of mood.) Students choose three from the examples given to use in the next Teaching/Learning Activity.

7. Identify techniques that are used to create mood in the poetic forms. Such terms as rhythm, word choice and placement, images, symbols, emphasis, visual presentation, and size of print will be identified. Relate the terms to the settings that the students have described in Teaching/Learning #5. Students then refer to poetic samples to find examples of the techniques.

Mood in Poetic Forms			
Techniques for Creating Mood	**Sample 1**	**Sample 2**	**Sample 3**
rhythm			
word choice			
word placement			
images			
symbols			
emphasis			
visual presentation			
size of print			

8. Students may also benefit from experiencing the use of words, pictures, and graphics to create mood and atmosphere in real life examples. Samples such as a variety of invitations (child's birthday, adult birthday, wedding, New Year's Eve party, Hallowe'en Party, etc.); menus (steakhouse, family restaurant, couples restaurant, etc.); or programs (theatrical production, rock concert, sports event, religious service, etc.) may be examined. Students should identify word choice, colour, pictures, structure, etc. as elements that inform, identify a specific audience, and create a tone and atmosphere.

Sample Organizer to Examine Invitations				
Element of the Invitation	**Child's Birthday Party**	**Baby Shower**	**Wedding**	**New Year's Eve Party**
message				
audience				
graphics				
wording				
appearance				
mood				

If student interest makes further investigation of this area appropriate, students might create their own invitations to an event. *MS Publisher* contains a Wizard for Invitations that provides a template for students to use in the creation process.

9. Display in the classroom a variety of pictures, advertisements, paintings, etc. that utilize techniques to create a strong message (repetition, colour, contrast, exaggeration, etc.) The class makes observations about the messages, which are recorded in their Response Journals.
10. Distribute or post a variety of single frame cartoons and expressive pictures with print removed into four or five class groups. Students rotate through the collection of pictures and cartoons individually, in pairs, or small groups, and develop creative and expressive captions for the pictures. (Remind the students about appropriate language and ideas in the classroom setting if necessary.) Students have the opportunity to write captions for all of the pictures. When students return to their starting position, they select their favourite captions from the collection of captions at that station. The final results may be posted in the classroom along with the cartoon or picture.

11. Provide students with watercolours, paints, paper, water, and thick paintbrushes. While an oral rendition of a poetic form is heard (song, recited poem, advertising jingle, etc.), students respond spontaneously on the paper to create an art form. They may draw figures representing the content, or may create patterns that reflect the mood of the poem. When the pictures are completed and dry, students may explain how their drawing represents the poem, or alternately, provide feedback to a partner identifying elements of the poetic techniques that they recognize in the art. If interest is apparent, students might respond to additional examples of poetic text, selecting one artistic form to revise and polish for posting in the classroom.
12. Individually, the students write a Journal Response to a poetic form. They will complete a teacher-provided template: "The topic of this poetic form is …" "It reminds me of …" "It created a mood of …" "It makes me feel/think …" "I recognized the following poetic techniques …" "I liked/disliked this piece because …".
13. Students may complete a media collage expressing a feeling, using a variety of words, pictures, colours, etc. cut from magazines, ads, slogans, etc. The feeling may be determined by the form responded to previously, or a feeling that the student wishes to express.

Assessment

The teacher and students gather evidence of the specific expectations outlined for this activity by:

- a formative assessment using a checklist (see Poetry: Appendix 1 – Sample 1.1) in which students identify and describe the elements used to structure media works and write them in their response journals as a source of information and ideas (ME1.02, WR1.04);
- a formative assessment by the teacher of the student completed organizer on different types of real life "poetic forms" (e.g. invitations) (LR2.02, WR3.03, ME1.01, ME1.02);
- a summative assessment using a checklist that indicate that students have correctly completed the classroom notes as required by the activities (LR2.02, LA1.01);
- a summative assessment using a checklist that students have selected appropriate examples from their personal poetic texts of the poetic techniques (LR1.02, LR2.02, ME1.01);
- a summative assessment using a writing rubric that students have recorded personal reactions to the texts read and techniques seen in Response Journals following the teacher-provided template (LR1.01, LR1.02, WR1.04, WR3.03, ME1.01, ME1.02).

Resources

A variety of current magazines with colourful and effective advertising. (e.g., *Macleans; People; Reluctant Hero; Time; Toronto Life; Vanity Fair;* etc.)

Advertising supplements to local newspapers.

Please see "Resources" section at end of Activity 4.

Activity 3: Project Prep and Working Together!

Time: 150 minutes

Description

In this activity, students practise group process skills and prepare rough draft material for the anthology assignment. Through this activity, students review poetic techniques and enhance their appreciation of poetic expression.

Strand(s) and Expectations

Strands: Literature and Reading, Writing, Language and Usage
Overall Expectations: LRV.01, WRV.01, WRV.02, WRV.03, LAV.01, LAV.02.
Specific Expectations: LR1.01, WR1.02, LA2.01, LA2.02, LA2.05.

Planning Notes

The teacher:

- finds two different poetic forms (e.g., slogan and song) and themes (e.g., love, fear, friendship) which have similarities and differences. Provide sufficient copies for each group. A recorded version of the song would be helpful;
- becomes familiar with the venn diagram as a graphic organizer for comparison in literature (see Resources at end of this activity);
- finds examples of workplace literature that might be applicable to poetic forms analysis (e.g., yellow pages ads, print advertising);
- summarizes the rules for good groups on the board or chart for the students, or provide them with a copy of the evaluation rubric or checklist to remind them of the requirements of behaviour (See Coded Expectations for Language in Appendix A; Checklists for Group Roles and Skills in Appendix B.);
- identifies groups of two to four students, taking into consideration perceived strengths and weaknesses of the students, ensuring that all roles in the group process can be met;
- provides copies of the local telephone books or “Guide to the Region” available at local Chambers of Commerce or municipal offices;
- prepares a handout outlining the tasks students must complete for the Poetry Anthology Project, one per student and additional copies for posting or replacement. (See Appendix 1 – 1.3);
- asks teacher-librarian to begin to gather poetry resources for the anthology project.

Teaching/Learning Strategies:

1. Distribute samples from yellow pages and magazine advertising. Students identify examples of poetic techniques (repetition, contrast, exaggeration, etc.) as discussed in Activity 2. Students may wish to design their own yellow pages ad for a product of their own choice.

2. Select two poetic texts (poem and song) and distribute one to each member of the student pairs. The teacher and students read both texts (ideally the song will be played for the class) and identify six ideas in each under the categories:

	Poem	**Song**
topic		
audience		
message		
mood		
poetic techniques		
neat words		

3. Students compare the ideas they have identified and complete a venn diagram indicating the similarities and the differences. (See p. 8-13 in *The Co-operative Think Tank* in “Resources” section.)
4. Provide the students with a model of a personal business letter, or a model of a more formal invitation (see Activity 2: Teaching/Learning #7) and have students write letters or create invitations inviting musicians, singers, or local writers to visit the class to share their expertise with the students. Students may locate addresses in the yellow pages of the phone book, or the teacher may distribute a guide to the region (available at Chamber of Commerce offices or municipal offices) and demonstrate to the students how to locate potential resources using this text. Connections may be made to local musical societies, writer’s guilds, bookstores, etc. As well, resources may be found within the school in senior English classes, music classes, etc.
5. If class interest makes it appropriate and a suitable community resource becomes available, the teacher will proofread and mail the letters. The activity may be expanded and students may learn and practise the skills of: making telephone arrangements and confirmation calls; greeting, introducing and thanking visitors; writing follow-up notes of thanks; etc. If implemented, the teacher should check board and school policies regarding speakers and visitors to the school.
6. Distribute the instruction sheet outlining the anthology project and discuss the requirements and the methods of assessment with the class. (See Appendix 1 – 1.3 at the end of this unit). The project has been designed to be readily adaptable for a variety of strengths and interest in poetic forms. Students who may study Grade 10 Applied English should be encouraged to complete a more literary anthology, including forms of poetry and songs in their selection process. Students who are destined for Workplace English in Grade 11 may take a more real-life approach: focusing on samples from advertising, flyers, and other business forms of communication. Students with severe literacy needs may have the project adapted to focus on media works and use of graphics and pictures (e.g., a theme collage, a room decoration, a bulletin board, a display showcase, etc.).
7. Review the requirements of good group process and form the groups.
8. In their groups, following requirements for group process, students brainstorm ideas for anthology themes, possible sources for resources and begin to outline their activities for completing the project. Students use the members of their group to provide feedback as the activities progress.

Assessment

The teacher and students gather evidence of the specific expectations outlined for this activity by:

- a formative assessment by the teacher using a checklist of student completion of the categories organizer for both poem and song (LR1.01, WR1.02);
- a summative assessment by the teacher using a checklist of the venn diagram that students have concluded five ideas in both song and poem and indicated similarities and differences. (LR1.01, WR1.02);
- a formative assessment by the students using a checklist identifying group process skills (LA2.01, LA2.02, LA2.05).

Resources

Bellanca, James. *The Cooperative Think Tank I: Graphic Organizers to Teach Thinking in the Cooperative Classroom*. Illinois: IRI/Skylight Publishing, 1990. ISBN 0-932935-45-1

Activity 4: Anthology Project

Time: 225 minutes

Description

During this activity, students apply the knowledge and skills they have learned about poetic techniques and language in order to prepare an anthology of personal poetic expressions on a theme they have chosen for themselves. Sample guidelines for this anthology can be found as Appendix 1 of this unit.

Strand(s) and Expectations

Strands: Literature and Reading, Writing, Language, and Media Studies
Overall Expectations: LRV.01, LRV.02, WRV.02, WRV.04, WRV.05, LAV.02, MEV.02.
Specific Expectations: LR1.01, LR1.02, LR1.07, LR2.02, WR2.01, WR2.02, WR4.01, WR4.02, WR5.01, LA2.06, ME2.02.

Planning Notes

The teacher:

- provides a wide variety of materials for students to use to complete the anthology including: poetic forms from a variety of sources (anthologies, magazines, newspapers, etc.) of varying difficulty with different themes and forms; art materials adhesive tape, scissors, magazines, glue, markers, etc.;
- ensures that students have the appropriate safety instruction in the handling of materials;
- ensures that students are familiar with accessing web sites, and in safe and ethical use of the Internet;
- considers alternate arrangements for students with lesser degrees of confidence in completing the anthology. Arrangements could include pairing students into work teams, or structuring the activity to allow for the preparation of a group anthology;
- provides a peer revising/editing checklist to assist students.

Teaching/Learning Strategies

1. Explain the Anthology Project steps 1 to 9 and share the evaluation rubric, (both included in Appendix 1 – 1.3 and 1.4), with the class so that students understand how they will be evaluated in this activity.
2. Students decide on the theme of their anthology, after brainstorming possible themes with peers or a partner.
3. Students work individually on each task of the anthology project. Access to craft materials and use of computers would be beneficial in the process. They might access web sites, create visual effects, use varied fonts and print size, and use other visual effects to create the elements of the anthology.
4. Individual needs of students may be met by tailoring the anthology project. For example, students may create a more "literary" poetry anthology with a larger degree of emphasis on literary techniques. Other students might complete a "collage" anthology, with emphasis on pictures, words, and slogans. (See Activity 3, Teaching/Learning 6 also.)
5. As need arises, pair students for peer response and to peer edit the creative elements for content, style, and accuracy in spelling, grammar, and punctuation. Students may use the Student Checklist: Peer Editing (see Appendix B: Assessment Tools).
6. Following the creation of the anthology, each student prepares and delivers a two or three minute presentation to the class or his/her group explaining the selection in the anthology as an illustration of the chosen theme.

Assessment

The teacher and students gather evidence of the specific expectations outlined for this activity by:

- a formative assessment by the students using a checklist to peer revise and edit (WR4.01, WR4.02, WR5.01);
- a summative assessment by the teacher using a checklist indicating that the student's anthology contains: three poetic texts; three or more different forms of poetic text; three or more completed Response Journal items on the poetic text (LR1.01, LR1.02, LR1.07, LR2.02, WR2.01, WR2.02);
- a summative assessment by the teacher using a rubric (Performance Assessment Rubric: Personal Poetry Anthology Project: see Appendix 1 – 1.4 at the end of this unit) assessing: research skills, organization of anthology, content of anthology, oral presentation language and style (LR1.01, LR1.02, LR1.07, LR2.02, WR2.01, WR2.02, WR4.01, WR5.01, LA2.06, ME2.02).

Resources

I. Writing Poetry

Booth, David W. and Stanley Skinner. *ABC'S of Creative Writing*. Toronto: Globe/Modern Curriculum Press, 1981. ISBN 088996-048-8

Janeczko, Paul. *How to write poetry: Scholastic Guides*. New York: Scholastic Inc., 1999. ISBN 0-590-10077-7
Contains a variety of poems, ways to motivate writing, key ideas and themes.

Tucker, S. *Writing Poetry*. Glenview, Illinois: Good Year Books, 1992. ISBN 0-673-36039-3

II. Poetry Websites

Celtic Whispers
http://wwwtaliesin.clara.net/
Celtic poetry, celtic lore, myths, and legends

Project Share
http://www.favoritepoem.org/
The projects shares audio and video of people reading their favourite poems and invites readers to send in their favourite poems with a few sentences about why it is special to them. Students are invited to participate.

The Poetry Page
http://ww3.sympatico.ca/ray.saitz/poetry.htm
The page contains access to a series of documents with poems and instructions for teaching these to students. Activities include writing, music, rap, and more traditional forms for a variety of levels.

St. Stephen's High School Poetry Online
http://www.k12.nf.ca/ststephenshigh/poetry/
Student poetry presented on pages designed by the students to present their poems most effectively.

To Be Alive Is a Grand Thing
http://www.suzanne.com.pk/poem.htm
A collection of thirteen student-written poems.

III. Anthologies

Barry, James, ed. *Departures: Reflections in Poetry*. Scarborough: Nelson Canada, 1991. ISBN 0-17-603717-9
Poems and songs organized thematically. Contains songs "Realized Your Dreams" by Rita MacNeil, "Mr. Tanner" by Harry Chapin, "Vincent" by Don McLean, "Sit Down Stranger" by Gordon Lightfoot.

Barry, James. *Poetry Express*. Scarborough: Nelson Canada, 1993. ISBN 0-17-603938-4
Poetry as "small, tidy word machines" arranged by structure and purpose.

Barry, James, Glen Huser, and Sharon Siamon, eds. *Side By Side: Songs and Poems*. Scarborough: Nelson Canada, 1993. ISBN 0-17-603897-3
Includes "Cat's in the Cradle" by Harry and Sandy Chapin, "All that you have is your soul" by Tracy Chapman, "What is Truth" by Johnny Cash, "Redemption Song" by Bob Marley; "luck in my eyes" by k.d. lang and Ben Mink.

Foster, J. and G. Dennis. *Classic Poetry, A Practical Guide for Key Stage 3*. England: Stanley Thornes, 1995.

Kapell, Dave and Sally Steenland. *The Magnetic Poetry: Book of Poetry*. New York: Workman Publisher, 1997.
An anthology of poems including "refrigerator door" and "portable word pack." Allows students to create their own poetry.

Kilcher, Jewel. *A Night Without Armor: Poems*. New York: Harper Collings Publishers, Inc., 1998. IBSN 0-06-019198-8

Sullivan, R. ed. *Poetry by Canadian Women*. Don Mills: Oxford University Press, 1989. ISBN 0-19-540688-5

Wing, John Jr. *A cup of nevermind*. Oakville, Ontario: Mosaic Press, 1998.

IV. Songs as Poetry

Brooks, Garth, Don Roberts, and Bryan Kennedy. "The Beaches of Cheyenne" in *Fresh Horses*, Pearl Records Inc.

Buffet, Jimmy. "He Went to Paris" in *Songs You Know By Heart*, MCA Recording.

Cohen, Leonard. "First We Take Manhattan" in *Leonard Cohen I'm Your Man*, Sony Music Entertainment.

Jacobs, J. "Summer Nights" in *Grease*, Polygram International Music Inc.

John, Elton and Tim Rice. "Circle of Life" in *Elton John Love Songs*, MCA Records, Inc.

Lightfoot, Gordon. "Canadian Railroad Trilogy" in *Gord's Gold*, Warner Bros. Records Inc.

Simon, Paul. "The Sound of Silence" in *Simon and Garfunkel's Greatest Hits*, CBS Music Inc.

Springsteen, Bruce. "My Hometown", "Glory Days" in *Bruce Springsteen Greatest Hits*, Columbia Records.

Weiss, George and Bob Thiele. "What a Wonderful World" in *Louis Armstrong What A Wonderful World*, MCA Records.

V. Teaching Poetry

Pinsky, Robert. *The Sounds of Poetry: A Brief Guide*. Farrar Status Girou, 1998. ISBN 037-4266956
A resource for teachers covering the technical elements of poetry.

How to Read a Poem and Fall in Love With Poetry. Harcourt Brace, 1999. ISBN 0151004196
The meaning of poetry in everyday life, how to read it, and why it is important is explained.

"In Their Own Voices…Poetry". [Audio Box Set] Wea/AtlanticRhino
ASIN B000003RT
Four CD's containing a collection of 20th century recorded poetry and song, with no accompanying text. Selections include Walt Whitman and Jack Kerouac.

Appendix 1

1.1: Checklist: Activity 2 Completion

Task	Complete	Incomplete	Needs Improvement
Identify elements of poetic forms			
Use of template for Response Journal			
Visual Watercolour Activity			
Record elements and mood words in binder			

1.2: Writing Response and Supporting Detail Rubric

Category	Level 1	Level 2	Level 3	Level 4
Response Statement	- response is limited and unclear	- response is awkwardly stated	- response is clearly stated	- response is clearly and effectively stated
Supporting Detail and Illustration	- supporting detail is unrelated	- limited supporting detail is offered (1-2 examples)	- clear, logical and sufficient support given (2-3 examples)	- best examples of logical and clear support given (3-4 examples)
Conclusion	- conclusion is unclear	- conclusion repeats the opening statement	- conclusion restates the opening in a different way	- conclusion uses body details to expand opening statement
Use of Template	- at least two of the sentence completions are completed	- at least three of the sentence completions are completed	- at least four of the sentence completions are successfully completed	- all five of the sentence completions are successfully completed

1.3: Poetry Anthology Project

Step 1: Select a topic or theme and record this topic in your Response Journal. Your topic might be an emotion (e.g., fear, love, romance, broken heart, etc.); a place (e.g., a beach, the mountains, a city); a season; a relationship (e.g., friendship, grandparents, etc.); a message about a social issue (e.g., war, pollution, justice); nature; or something else of your own choice.

Step 2: From materials you have at home or materials you find in the classroom or in the library, and keeping your theme in mind, select at least three "poetic forms" from three of the following groups: songs, poems, slogans, print ads, or other expressions. Be sure to record the name of the form, the author or singer, and the place you located it (magazine, book, Internet, etc.) in your Journal.

Step 3: From the choices you have made in Step 2, choose three poetic expressions which are written in different styles that you think are the most powerful.

Step 4: For each of the forms you have chosen in Step 3, complete the following activity in your Response Journal:

- Summarize what the form is about in your own words.
- Identify the intended audience for the form.
- Complete a statement which explains how you relate to this form. The statement might start: "This makes me feel …" or "This reminds me of …"
- For your next statement, write a sentence which provides a clear example from the form of why it has made you feel or think as you do. (You might comment on ideas, wording, format, colour, etc.)
- Conclude with a personal opinion about the form. You might begin with: "I liked this piece because …" or "I disliked this piece because …"

Step 5: Write (or draw) three pieces of your own about the topic. After you have written your first sample, find a partner and ask him or her to check it over and suggest ways in which it might be improved or made more clear. Your partner should also check your spelling, grammar, structure, and punctuation for errors. Do the same after you have written your other pieces as well. Keep all of your edited copies in a safe place, as you will have to hand them in later.

Step 6: Create a media product to accompany your poems which also illustrates the theme. You might make a poster, a CD cover, a collage, t-shirt design, or any media piece of your choice.

Step 7: Now you are ready to put the anthology together. Follow the steps below:

- Write neatly or word process the pieces that you found by other writers and your own pieces. Put each piece of writing on a separate page.
- Illustrate your writing with graphics, artwork from magazines, etc.
- Put all your papers together and secure them in some way (e.g., a binder or presentation folder). On the last page, write the title, author and source of the pieces you located in Step 3 of the project. Number your pages carefully.
- Create a table of contents for your project.
- Create a title page and give your anthology an extraordinary title.

Step 8: You are going to make a presentation about what you located to illustrate your theme to your classmates. Locate a picture and/or a song which will help you to make your presentation memorable.

Step 9: After you have prepared your presentation, hand in your anthology, your Response Journal, and all of your rough work to the teacher for marking.

1.4: Performance Assessment Rubric: Personal Poetry Anthology Project

Category	Level 1	Level 2	Level 3	Level 4
Research Skills	- research includes a limited number of resources - relevancy of materials collected is lacking	- research includes less than the required amount of information - some included materials are relevant	- research includes information from three different sources - investigates and records relevant information from a variety of resources.	- research includes a variety of multiple sources of information - relevancy of information collected is creative.
Organization of Anthology	- poor organization with limited preparation - lacks connection between ideas and examples	- organization is attempted but is incomplete - needs additional connections between ideas and examples	- organization has a clear structure - ideas and examples are logically related	- organization is clear and creative - creative use of ideas, examples and resources
Content of the Anthology and Oral Presentation	- lacks clarity and focus with little attempt to achieve the purpose - final product is not neat and lacks necessary detail - little consideration of audience in choice of language and media	- states the purpose but does not effectively achieve it - final product's appearance has limited impact - suitable use of language and media with some consideration of the audience	- is focused, clear and achieves the purpose - final product's appearance is attractive and engaging - choice of language and media clearly appropriate to the audience and the purpose	- is focused, clear and creatively achieves the purpose - final product's appearance is uniquely engaging - language and media is varied in a creative manner, clearly appropriate to the audience
Oral Presentation Style	- little attempt to interest the audience - responds minimally to the audience - speaking voice unclear or monotonous, too quick or too slow, with inappropriate pausing	- some attempt to engage the audience - responds hesitantly to the audience - speaking voice somewhat unclear, pitch seldom varied, sometimes too quick or slow with little pausing for emphasis	- engages audience to be receptive - responds capably to the audience - speaking voice mostly clear and varied, with correct speed and frequent pausing for emphasis	- engages audience to be responsive - responds insightfully to the audience - speaking voice clear and varied; body language enhances message; speaks at correct speed with effective pauses

1.5: Poetry Writing Templates

Cinquain

Line 1	a word for the title
Line 2	two words to describe the title
Line 3	three words to express action
Line 4	four words to express feelings
Line 5	one word that relates to line 1 or creates a special effect

Acrostic

The first line spells the poem's title. Each line begins with the next letter of the word.

Five "W" Poem

Each line answers one of the questions: who, what, where, when, why.
Each line can be a word, a phrase, or a sentence.
The order of the questions can be altered.

Concrete Poem

The words of the poem are place on the page to represent the meaning/content of the poem.

Kinetic Poem

The graphic representation must give the reader the sound, the shape, and the meaning.
The print determines how the poem should be read aloud.

Parallel Poem

The parallel poem is a series of comparisons with one theme. Each of the lines describes a new aspect of the subject.

Song

A song is a composition written to be sung. It usually has a rhythmic pattern and often creates particular mood.

Unit 4: Informational Voices

Time: 25 hours

Description

In this unit, students use a variety of informational texts to learn and understand more about themselves and their world and to create their own messages. Students read, write, view, and create a variety of informational texts (e.g., newspapers, pamphlets, print and TV advertising, workplace and learning materials, etc.). The students develop a variety of strategies to understand informational texts, identify target audience, and interpret explicit and implicit messages. In particular, students explore how the characteristics of the intended audience help determine the content, tone, and style of delivery in an emphatic message.

Strand(s) and Expectations

Strand(s): Literature Studies and Reading, Writing, Language and Media
Overall Expectations: LRV.01, LRV.02, LRV.03, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05, LAV.01, LAV.02, MEV.01, MEV.02.

LRV.01 - select, read, and demonstrate an understanding of a variety of literary and informational texts which are both personally meaningful and relevant to their courses of study;
LRV.02 - demonstrate an understanding of the elements of key literary and informational forms, with an emphasis on the features of textbooks, newspaper articles, short narratives, plays, and business letters;
LRV.03 - identify and explain the effect of specific elements of style in informational texts;
WRV.01 - use specific strategies to gather information and to generate ideas for written work;
WRV.02 - select and use different literary and informational forms;
WRV.03 - use an organizational pattern to structure their ideas for writing texts;
WRV.04 - use strategies for revising written work;
WRV.05 - use strategies for editing and proofreading written work, with an emphasis on the conventions of Standard Canadian English;
LAV.01 - use vocabulary and language conventions to read, write, and speak clearly and correctly;
MEV.01 - identify and describe the elements, intended audiences and production practices of a variety of media forms;
MEV.02 - use knowledge of a variety of media forms, purposes and audiences to create media works.

Specific Expectations:

Literature Studies and Reading

LR1.01 - demonstrate their understanding of text by: making inferences, drawing conclusions; and supporting opinions about the text by making personal connections to issues and ideas in the text;
LR1.02 - read texts for a variety of purposes, with an emphasis on selecting texts to extend personal knowledge, gather information for writing and discussion;
LR1.03 - demonstrate and apply the strategies that good readers use to understand what they are reading;
LR1.04 - use the features of the text to locate the information they need;
LR1.05 - use strategies to remember what they read;
LR1.06 - set personal goals for reading, demonstrating both to their teachers and to themselves their reading progress over time;
LR1.07 - use Response Journals to record reactions to texts they have read for personal and academic purposes;

LR2.01 - use their knowledge of the features of texts … to locate, understand, and use information for a variety of purposes;
LR2.02 - describe the elements of different text forms;
LR3.01 - explain how authors and editors use design elements … to help convey meaning in texts.

Writing

WR1.01 - use a variety of strategies to generate sufficient content and ideas for writing;
WR1.02 - locate and record … information and ideas, from print and electronic sources;
WR1.03 - use strategies to categorize and sort information and ideas as a pre-writing activity;
WR1.04 - use Response Journals as a source of information and ideas for writing assignments;
WR2.01 - identify their purpose for selected pieces of writing;
WR2.02 - identify the audience for selected pieces of writing;
WR3.01 - use key words in questions or prompts to present appropriate information and ideas in homework answers;
WR3.02 - structure expository paragraphs with clear and complete topic, supporting and concluding sentences;
WR3.03 - use a simple organizational plan such as chronological order, or compare/contrast, to structure body paragraphs in a short report, following teacher modelling and shared writing of the form;
WR4.02 - use the feedback of others to improve the quality of ideas and organization in the writing;
WR5.01 - use strategies to edit and proofread writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation.

Language

LA1.01 - use strategies to expand vocabulary … gained from a variety of real and relevant contexts;
LA1.02 - set goals for vocabulary development…and show evidence of a growing vocabulary in their oral language and in writing;
LA1.03 - select appropriate words and phrases to suit the audience and the purpose, showing an understanding of the difference between language used in the classroom and the language used with peers;
LA2.06 - make a short oral presentation … appropriate to the students' level of confidence, to the class or small group.

Media

ME1.01 - demonstrate developing critical thinking skills by identifying the differences between explicit and implicit messages in media works;
ME1.02 - identify and describe the elements used to structure media works in a variety of forms;
ME1.03 - compare the reactions of different people or groups to a variety of media works;
ME1.04 - identify factors that influence media production, distribution and advertising;
ME2.02 - create media works for different purposes and different audiences.

Activity Titles (Time + Sequence)

Activity 1	Discovering How We Learn!	180 minutes
Activity 2	Media Meaning!	720 minutes
Activity 3	Working Rules!	420 minutes
Activity 4	Real Reading!	180 minutes

Activity 1: Discovering How We Learn!

Time: 180 minutes

Description

This activity is meant for introductory and diagnostic purposes as students begin to explore informational texts. Students utilize informational texts to learn about themselves as an audience receiving information by becoming more aware of their preferred learning styles and various multiple intelligences. Students use this knowledge to begin to explore ways of capitalizing on their strengths and better utilizing their abilities. As well, at this mid-point of the program, students reassess their personal learning goals and progress thus far.

Strands and Expectations

Strand(s): Literature Studies and Reading, Language

Overall Expectations: LRV.01, LAV.01.

LRV.01 - select, read, and demonstrate an understanding of a variety of literary and informational texts which are both personally meaningful and relevant to their courses of study;

LAV.01 - use vocabulary and language conventions to read, write, and speak clearly and correctly.

Specific Expectations:

Literature Studies and Reading

LR1.06 - set personal goals for reading demonstrating both to their teachers and to themselves their reading progress over time;

LR1.07 - use Response Journals to record reactions to texts they have read for personal and academic purposes.

Language

LA1.01 - use strategies to expand vocabulary … gained from a variety of real and relevant contexts;

LA1.02 - set goals for vocabulary development and show evidence of a growing vocabulary in their oral language and in writing;

LA2.07 - set goals to improve classroom behaviour and work habits.

Planning Notes

The teacher will:

- refer to Image of the Learner and other notes in the Course Overview;
- where accessible, consult with Student Services, Guidance, or local career centres in order to arrange for a session on "True Colours" for the class; (see Resources.)
- introduce students to the Myers-Briggs Type Indicator (see Resources) if appropriate to the skills and abilities in the classroom;
- prepare overheads that outline the eight intelligences as outlined by Howard Gardner (see Resources);
- incorporate appropriate lessons for grammar and usage, spelling, and punctuation at opportune times based on the demands of the activities and the individual needs and progress of the students.

Teaching/Learning Strategies

1. The students are welcomed into the class where the teacher writes on the board: "People learn best in *DIFFERENT* ways. How do you *LEARN* best???"
2. The teacher distributes the I Learn Best By … questionnaire to the students to complete independently. (See Appendix 1.)

3. The teacher leads the class in brainstorming the meanings of the terms Visual learner, Auditory learner, and Tactile or Kinesthetic learner.
   The students reflect in their Response Journals their personal reactions to:
   - the various types of learning styles;
   - the style that best suits them;
   - the need to use different learning styles in different learning situations;
   - the advantages and disadvantages of different learning styles in various situations.
4. Students enter the new vocabulary raised in the discussion in their Vocabulary Logs (see Unit 1).
5. The teacher introduces students to the concept that there are many kinds of intelligence, and that each has its own preferences and skills. In particular, students examine Gardner's Eight Intelligences and their characteristics.
6. The teacher distributes the chart based on Gardner's Eight Intelligences, helps students to understand what each intelligence type means, and leads them to examine their own strengths and preferences.

Intelligence Type	**Three Characteristics**	**Like Me/Unlike Me**	
I. Speaking/Language (Verbal/Linguistic)	Uses a large vocabulary Effective speaker Uses language to generate a reaction or emotion in others		
II. Numbers (Logical/Mathematical)	Strength in math and science Loves to explore Likes to reason and problem solve		
III. Seeing/Mental Images (Visual/Spatial)	Uses imagination to create Understands visual images Produces visual art		
IV. Movement (Bodily/Kinesthetic)	Control of body motion Works well with hands Good at physical activities		
V. Music/Talent (Musical/Rhythmic)	Plays a musical instrument Able to sing; sense of rhythm Understands and appreciates a variety of musical forms		
VI. Self Awareness (Intrapersonal)	Aware of and understands own feelings Uses feelings to direct action Uses differences in feelings to adapt to situations appropriately		
VII. People Awareness (Interpersonal)	Understands the feelings of others Sensitive to the moods of others Able to read the intentions and motives of others		
VIII. Environment (Naturalist)	Connected to the environment Concern for the natural things around them Empathy with animals, birds, fish, nature		

As well, students should examine areas where strengths in certain areas would be an advantage, and where they may have to learn to use other intelligences to obtain maximum success.

Students may list the subjects that they are studying in school this year and clarify the kinds of intelligences that appear to be best suited for each area. Alternately, the teacher might describe a variety of activities that have been completed in the English class, and students may look for patterns. Students should complete Response Journal items on: "Things that I am best at are …";

"Things I prefer to do are …"; "Things I would rather avoid are …"; "Things I will need to work at in order to be successful in school or work are …".

7. If further clarification is useful, students might brainstorm various career areas where some intelligences would be of greater value than others. As well, students might read about famous people and their areas of intelligence strength – and weakness. In particular, it is useful for students to understand that all human beings have strengths and weaknesses and that all of us need to learn to capitalize on our strengths and compensate for our weaknesses.
8. The teacher leads a class discussion on the reality of students, employees, and people having to adapt learning styles and preferences to certain situations in order to be successful. Students, in their Response Journals, create two lists:
   - one identifies the strengths they have that allow them to meet with school success;
   - one identifies those situations where the realities of school will demand adapting behaviours and learning certain skills and behaviours to be successful.
9. Students refer to the personal goals they established for themselves in Unit 1 and record in their Response Journals their personal thoughts about their progress so far in the course. In particular, students should reflect on gains made in reading, vocabulary, and classroom goals as determined at the start of the program, and connect these to personal learning styles and multiple intelligences.
10. The students set three new short-term goals and one new long-term goal, based on their reflection in Teaching/Learning Strategy 5 and other changes in their goals and attitudes. Students who feel that they have not met their previous goals should determine three concrete ways of achieving those goals, in particular reflecting their knowledge about learning styles and multiple intelligences.
11. The teacher encourages students to maintain their Reading Logs and Vocabulary Logs, and to review their goals on a regular basis using the self-evaluation checklist (See Unit 1, Activity 4: Planning Ahead.)

Assessment/Evaluation

The teacher and students gather evidence of the specific expectations outlined in this activity through:

- a formative evaluation by the students using a checklist for completion of the journal responses; (LR1.07)
- a summative evaluation by the teacher using a checklist that students have maintained Reading and Vocabulary Logs, and written, assessed, and revised goals from the beginning of the course. (LR1.06; LA1.01; LA1.02; LA2.07)

Resources

Personality Types, Learning Styles, Multiple Intelligences

Bellanca, James. *Active Learning Handbook for the Multiple Intelligences Classroom.* Arlington Heights, IL: Skylight Training and Publishing, 1998.

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Chapman, Carolyn. *If the Shoe Fits…How to Develop Multiple Intelligences in the Classroom.* IL: Skylight Publishing Inc., 1993. ISBN 0-932935-64-8

English Williams, Evelyn. *Gift of Literacy for the Multiple Intelligences Classroom.* IL: Skylight Training and Publishing Inc., 1999. ISBN 1-57517-146-5

Frender, Gloria. *Learning to Learn: Strengthening Study Skills and Brain Power.* Tennessee: Incentive Publications, Inc., 1990. ISBN 0-86530-141-7

Gardner, H. *Multiple Intelligences: The Theory in Practice.* New York: Basic Books, 1993.

Keefe, James W. and John S. Monk. *Learning Style Profile*. Reston, Virginia: National Association of Secondary School Principals, 1989.
Workbook approach to finding personal learning styles.

Keirsey, David and Marilyn Bates. *Please Understand Me II: Temperament, Character and Intelligence.* Del Mar, CA.: Prometheus Nemesis Book Company, 1998.
ISBN 1-885705-02-6

Lewkowicz, Adina Bloom. *Teaching Emotional Intelligence: Making Informed Choices*. IL: Skylight Training and Publishing Inc., 1999. ISBN 1-57517-127-9

Midwood, Dale, Ken O'Connor, and Marilyn Simpson. *Assess for Success: Assessment, Evaluation and Reporting for Successful Learning.* Toronto: Educational Services Committee OSSTF, 1993.
ISBN 1-920930-60-3

Silver, H., R. Strong, and M. Perini. "Integrating Learning Styles and Multiple Intelligences." in *Educational Leadership,* (September 1997): p. 22-27.

Web Sites

True Colors: Professional Training Programs and Workshops
www.career-lifeskill.com
True Colors is a non-threatening, fun, interactive approach to assist people with understanding their own behaviours, needs, skills, and motivations. True Colors was developed by Don Lowry who based it on Dr. David Kiersey's *Please Understand Me*, and research from the Myers-Briggs *Type Indicator.*
Telephone: 1-877-680-0200

Polaris Associates: Myers-Briggs Type Indicator
http://www.cweb.com/assessment/person.html.
This is a mini version of the Myers-Briggs Type Indicator. It allows the reader to download a paper and pencil test with scoring instructions and to input a score onto the screen to receive a brief printout of one's personality type. It has been developed to encourage people to purchase the complete program.

Activity 2: Media Meaning!

Time: 720 minutes

Description

In this activity, students develop a greater awareness of the role and effect the media has on the individual and society. The key concepts of media are introduced and the students are exposed to a variety of media genres: television, radio, newspapers, etc. Students are encouraged to become critical consumers through participation in activities that involve analysis of purpose and audience, medium and message.

Strand(s) and Expectations

Strand(s): Literature Studies and Reading, Writing, Media

Overall Expectations: LRV.01, LRV.02, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05, MEV.01, MEV.02.

> LRV.01 - select, read, and demonstrate an understanding of a variety of literary and informational texts which are both personally meaningful and relevant to their courses of study;
> LRV.02 - demonstrate an understanding of the elements of key literary and informational forms, with an emphasis on the features of textbooks, newspaper articles, short narratives, plays and business letters;
> WRV.01 - use specific strategies to gather information and to generate ideas for written work;
> WRV.02 - select and use different literary and informational forms … for different audiences and different purposes;

WRV.03 - use an organizational pattern to structure their ideas for writing texts;
WRV.04 - use strategies for revising written work;
WRV.05 - use strategies for editing and proofreading written work, with an emphasis on the conventions of Standard Canadian English.

Specific Expectations:

Literature Studies and Reading

LR1.01 - demonstrate their understanding of text by making inferences, drawing conclusions, and supporting opinions about the text and by making personal connections to the issues and ideas in the text;
LR1.02 - read texts for a variety of purposes, with an emphasis on selecting texts to extend personal knowledge, gather information for writing and discussion;
LR1.03 - demonstrate and apply the strategies that good readers use to understand what they are reading;
LR1.04 - use the features of the text to locate the information they need;
LR1.05 - use strategies to remember what they read;
LR1.06 - set personal goals for reading, demonstrating both to their teachers and to themselves their reading progress over time;
LR1.07 - use Response Journals to record reactions to texts they have read for personal and academic purposes;
LR2.01 - use their knowledge of the features of texts … to locate, understand, and use information for a variety of purposes
LR2.02 - describe the elements of different text forms.

Writing

WR1.01 - use a variety of strategies to generate sufficient content and ideas for writing;
WR1.02 - locate and record information and ideas, from print and electronic sources;
WR1.03 - use strategies to categorize and sort ideas as a pre-writing activity;
WR1.04 - use Response Journals as a source of information and ideas about writing assignment;
WR2.01 - identify their purpose for selected pieces of writing;
WR2.02 - identify the audience for selected pieces of writing;
WR3.01 - use key words in questions or prompts to present appropriate information and ideas in homework answers;
WR3.02 - structure expository paragraphs with clear and complete topic, supporting and concluding sentences;
WR3.03 - use a simple organizational plan such as chronological order, or compare/contrast, to structure body paragraphs in a short report, following teacher modeling and shared writing of the form;
WR4.02 - use the feedback of others to improve the quality of ideas and organization in the writing;
WR5.01 - use strategies to edit and proofread writing, identifying and correcting errors according to the requirements for grammar, usage, spelling and punctuation.

Media

ME1.01 - demonstrate developing critical thinking skills by identifying the differences between explicit and implicit messages in media works;
ME1.02 - identify and describe the elements used to structure media works in a variety of forms;
ME1.03 - compare the reactions of different people or groups to a variety of media works;
ME1.04 - identify factors that influence media production, distribution, and advertising;
ME2.02 - create media works for different purposes and different audiences.

Planning Notes

The teacher will:

- refer to the Image of the Learner and other notes in the Course Overview;
- provide a variety of media samples, such as newspapers, magazines, advertisements, taped commercials, television shows; and radio broadcasts. The teacher should ensure that there is appropriate local, regional, and Canadian content. As well, the teacher needs to be sensitive to the individual differences and characteristics of the students in the classroom.
- select and review all media products prior to using them in the classroom;
- be sensitive to the individual differences of students in the classroom. In particular, teachers should be prepared to adapt materials for students from various socio-economic groups, or for students whose cultural or ethnic backgrounds differ from those commonly portrayed in North American mass media;
- contact the Math teacher for assistance in enabling students to compile, summarize, and graph survey results; (See Teaching/Learning Strategy 9.)
- prepare the Is Media In Your Life? Survey; (See Appendix 1 in this section.)
- prepare a "Media Scavenger Hunt"; (See Teaching/Learning Strategy 3.)
- prepare a chart: "Three Key Concepts of Media"; (See pp. 8-9 in *Media Literacy: Intermediate and Senior Divisions* in Resources.)
- prepare video samples of television advertising from specific time periods (e.g., prime time, Saturday morning children's programming, etc.);
- find sufficient copies of newspapers of varying types and styles to distribute to all members of the class;
- locate and arrange for local media sources in the community that might have a speaker to present to the class, or provide an opportunity for students to visit their facilities;
- incorporate appropriate lessons for grammar and usage, spelling, and punctuation at opportune times, based on the demands of the activities and the individual needs and progress of the students.

Teaching/Learning Strategies

Part I: Introduction to Mass Media

1. The teacher writes the word "Media" on the board and encourages students to brainstorm what they associate with this word.
2. The teacher hands out Is Media in Your Life? Survey.(See Appendix 1.) Students reflect upon the prevalence of media in their lives through answering questions about their own media consumption. The teacher may tally the totals of the survey on an overhead or on chart paper as a stimulus to class discussion.
3. Students participate in a teacher-prepared Media Scavenger Hunt based on the Find Someone Who … activity in Unit 1, Activity 1. Questions in the media scavenger hunt may include:
   Find someone who:

Watches MuchMusic	can identify Dawson Leary	did not see the movie "Titanic"	likes to wear designer clothing	watches more than 4 hours of TV each day

4. The teacher opens a class discussion by posing the question: "Is what we see in the Media reality?" In the discussion, the class examines three of the eight Key Concepts of Media from *Media Literacy* (see Resources). The teacher posts a chart of the three selected concepts:
   i. All media are constructions.
   ii. Media constructs reality.
   iii. Audiences negotiate meaning in media.
   To facilitate the discussion, the teacher rephrases and clarifies these three key concepts in a way that is meaningful and relevant to the students. Throughout Activity 2, each of the concepts is examined.

5. The teacher introduces the concept of the Media Log or Journal. Students utilize this to record their reactions to the ideas and activities, as well as their reflections on the media, their growing understanding of the key concepts, and their ideas and outlines for media projects. The teacher outlines the criteria for successful completion of the Media Log by distributing to each of the students a copy of the Media Log Checklist. (See Appendix 1)
   The teacher discusses the assignment requirements as listed on the checklist. In addition, the teacher explains that their Media Logs are for the personal recording of their reactions to the various types of media with which they come into contact. The students should date each entry. Media Log items could include:
   - opinions, ideas, and thoughts about the media;
   - jokes, stories, and gossip related to the media;
   - responses to specific media events (news stories, movies, television shows, etc.);
   - responses to class activities, discussions, and speakers;
   - responses to personal viewing and listening experiences.

   Students with more sophisticated writing skills should be encouraged to write in paragraphs in their logs. Students with less developed skills may use a chart to complete the log.

Sample Media Log: Chart Form

Date	Media Experienced	Source	Personal Comment

6. Students are asked to locate and bring an advertisement selling a product that they would like to buy. (The teacher should review criteria for selection, emphasizing that the samples should be appropriate for a public place of business and learning.) Students begin their Media Logs by recording the message in the sample ad they have brought to class, how the ad makes them want to own the product, and their reactions to it. The teacher should have samples of ads available for those students who need them.
   As an alternative or in addition, the teacher may wish to ask students to bring in a sample of the kind of advertising that they have chosen to hang in their lockers. Students' Media Log responses should outline why they have chosen this particular ad for this use.
7. The teacher introduces and discusses with the class the concept of mass media and how they convey the same message to many audiences, often simultaneously. The students brainstorm as a class the various forms of mass media (print, film, and electronic), giving examples of these forms (newspapers, magazines, pamphlets, advertisements, movies, photographs, television, radio, music, Internet, etc.).
8. The teacher leads a class discussion about characteristics of the various forms of mass media.
9. The students write a teacher-prepared quiz on characteristics of the mass media.
10. The teacher may wish to consult with the Guidance or Student Services Department in the school for their assistance in outlining career opportunities that are generated by the huge industry created by mass media. If students are interested, they might write letters to various local media, requesting individuals to visit the class to talk about the kinds of work they do. As well, students may wish to visit local television, radio, or other media locations in order to tour the facilities and learn more about what is behind our everyday communication systems. Regular school field trip policies should be followed and students need to be reminded of appropriate behaviour when visitors are in the classroom or while students are in the community.

Part II: Advertising

1. The teacher introduces elements of advertising, discussing with the students that advertising contains a blend of artistry (e.g., colour, pictures, graphics, etc.) and science (e.g., research, demographic information, etc.).
2. Students brainstorm different types of ads that they encounter every day. The teacher writes the student-generated examples on the board.

3. The teacher and students describe and list the various ways in which advertising appeals to consumers. Concepts that are generated may include:
   - using attractive models to sell products;
   - associating a particular lifestyle with a product;
   - using famous people to endorse a product;
   - using statistics to support using a product;
   - emphasizing the bargains associated with a product;
   - using "scientific" language or evidence to endorse a product.

   Students examine, as a class, several teacher-provided advertisements and discuss the nature of the "appeal" of each ad.
4. The teacher posts chart paper identifying each of the concepts generated by the class around the room. Using a collection of print advertising from newspapers, magazines, and flyers, students find examples of the use of each kind of appeal, and post them on the appropriate chart paper.
5. Students work in pairs, selecting three ads that use different methods to appeal to consumers. The teacher models completion of the chart for students with particular reference to clarifying explicit and implicit messages (e.g., explicit message that a skin care product will improve skin; implicit message that a skin care product will make one more appealing to the opposite sex). Students complete a chart that determines the techniques used in print advertising.

Product in Ad	Audience	Appeal	Explicit Message	Implicit Message

   Being sensitive to the individual characteristics and make up of the class, the teacher should utilize this opportunity to introduce the concepts of bias and stereotyping in the media. Students may draw conclusions as to what types of people the media portrays as "attractive" or "appealing"; what types of people are portrayed as unattractive or undesirable; the use, or failure, to use people from certain age, racial, cultural, socio-economic, or religious groups; the degree to which this reflects reality as they know it in their community; the manipulative effect of the media on our concept of what is real, what is desirable, and what is unpleasant, etc.
6. The students select one ad and write a paragraph about appeals used in the ad to sell the product. Students exchange their paragraphs with a partner for peer revising and editing. Students revise their work and hand in the ad, their revised/edited first draft, and their polished final copy. The teacher evaluates the assignment using the Response to Media Product Rubric. (See Appendix 1)

   If students require additional assistance, the teacher might provide a paragraph writing template for students to complete:

   "The product in the advertisement is .... The audience is ... and the appeal is .... The explicit message given in the advertisement is .... However, the implicit message given is .... This advertisement is successful/unsuccessful because it ...."
7. In groups of two or three, students randomly select a product common to teenagers (e.g., jeans, potato chips, cars, running shoes, etc.) and, from a variety of magazines, newspapers, and flyers, select advertising samples promoting the product.
8. Each group conducts an investigation about the popularity of their product among their peers. Students create five research questions about the product. Questions could include: Do you own the product? Would you like to own the product? Do you like the product better than another brand? Do your friends own this product? Why or why not ...? The teacher should be sensitive to students in the class whose individual experiences or background might make this activity uncomfortable and/or inappropriate. As a substitution, the teacher might distribute copies of magazines and print texts whose target audience is teenagers, and students survey what types of advertising exist in the text.

9. Individuals in the group disperse to conduct a survey among classmates and other students. They share and compile the results with other group members. The Math department may be of assistance at this point by providing appropriate methods for the students to use in collecting, compiling, and communicating statistical data. Instructional Technology can also be a valuable resource to chart data in this activity. Each group reports on their findings, depending on student comfort and skill levels, to the teacher, another group, or to the whole class.
10. Under teacher direction, the class draws conclusions about the effects of advertising on product popularity.
11. The teacher asks the students to observe their surroundings in the classroom and record in their Media Logs ten examples of advertisements that are present on classmates' clothing or other belongings. In a class discussion, students identify various product labels, why they have chosen to wear them, and the benefits to manufacturers from students wearing product labels. If the nature and circumstances of individual students in the class might make this an uncomfortable or inappropriate discussion, the teacher may ask students to complete a chart on product labels by observing people in the school or public place or to list labels found in their own homes.

Item	Product Label	Effect

The students may also brainstorm those products for which the product name has become synonymous with the product type (e.g., tissues, cellophane tape, plastic food wrap, glass cleaner, etc.) and draw conclusions as to the power of advertising.

12. The students brainstorm about the types of products (e.g., cars, cereal, laundry detergent, etc.) advertised in television commercials and the teacher lists these on the blackboard or on chart paper.
13. The teacher shows the class a series of commercials taped during one hour of prime time television. While watching the commercials, the students record in their Media Logs the following information:
    - types of products in the commercials;
    - numbers of commercials in one hour of prime time;
    - types of characters depicted in commercials (e.g., gender, age, occupation, etc.);
    - types of clothing worn by the characters in the commercials;
    - types of personal possessions owned by the characters (e.g., houses, cars, etc.).

Television Programming and Advertising

Program Title:					
Time	Product Type	Target Audience	Characters Portrayed	Plot/Events	Other (e.g., Music)

As appropriate for the needs of the students, individuals or pairs of students could be asked to record observations for one or two of the categories as identified above; more able students may be asked to record observations to those categories of greater complexity.

14. Students share their observations with each other and the teacher. They attempt to determine the audience for the ads and the advertisers' reasoning in airing the ad at that particular time. Being sensitive to the individual characteristics of students in the class, students should draw conclusions about TV advertising's depiction of what is real, what is desirable, and what is unpleasant. Students should also address the questions: "Do these ads depict my own reality? The reality of my community?" If students are comfortable with the discussion, and if appropriate for the nature of the class, the students might be asked to draw conclusions about groups or cultures that do not appear to be portrayed in mass TV advertising, and how that impacts on our culture. (See Teaching/Learning Strategy 5.)
15. The teacher shows a series of television commercials taped during one hour of Saturday morning children's programming. Again, students record pertinent observations in their Media Logs, and draw conclusions about audience, advertising, television programming, and impact on our society.

16. The teacher leads a class discussion to enable students to draw conclusions about the connections between television programming, the target audience, and advertising. If student interest and individual resources make it appropriate, students may continue their own investigation of advertising patterns at various times of the day.

Part III: Newspapers

1. The teacher writes some or all of the following questions on the board, overhead, or chart paper, depending on the abilities and characteristics of the class:
    - Why do people read the newspaper?
    - Do you read a newspaper? Listen to radio news? Watch television news? Why or why not?
    - What kinds of news stories have you heard about recently?
    - What kinds of news stories do you wish to know about?
    - What kinds of news stories would you rather not know about?
    - What would your life be like with no knowledge of the news?
    - What would the world be like with no news?
2. Students respond briefly to the questions in their Media Logs and share their responses with other members of the class.
3. The teacher distributes a variety of current local, regional, and national newspapers to the students. Students are allowed time to glance through, read, and enjoy the day's newspaper.
4. The teacher may conduct a brainstorming session on the various responses to the newspaper, guided by the following:
    i. What sections did the students turn to first?
    ii. What parts of the newspaper attracted their attention? (e.g., pictures? advertisements? articles?)
    iii. What parts of the newspaper did they ignore?
    iv. What parts of "layout" attracted their attention? (e.g., headlines? typeface? font size? colour?)
5. The teacher directs the students to an examination of the thought and work behind the layout of the newspaper in order to appeal more directly to its audience.
6. The students, with teacher direction, define the following terms and label them on the front page of a newspaper: headline, caption, index, weather chart, by-line, main/feature story, etc. In addition, students find and label the following parts of the newspaper: national news, local news, arts and entertainment, business, sports, classified ads, etc.
7. After distributing copies of the same newspaper to students, the teacher leads the students through a newspaper scavenger hunt. Students locate 15-20 specific articles, items, pictures, and other parts of the newspaper. After locating the items, students rank them as:
    - relating the most important news item of the day – and why
    - relating the most interesting news item of the day – and why
    - the majority of readers would examine first – and why
    - most likely to appeal to older readers – and why
    - most likely to appeal to younger readers – and why

    Students complete the answers in their Media Logs and share results with a partner or with the class. The results are evaluated by a checklist. (See Appendix 1.)

    If modification is required, students may classify the items located in the scavenger hunt under three categories: good news; bad news; neutral news. The class may tally the results together and discuss the results, particularly if there is a preponderance of bad news.
8. The teacher reviews the 5 W's (who, what, where, when, why) with students as discussed in Unit 1, and relates these key questions to the development of a short news story. Students may apply the questions to one or more of the articles located in the scavenger hunt. A chart may be used to assist students in answering the questions, or students might highlight the answers in the article itself, with assistance as necessary.

9. Students, individually or in pairs, are assigned an article to write in a "news" reporting format, using the 5 W's to structure their ideas. Students brainstorm local school, community, or other well-known events to generate material on which to write. Students should also practise generating different headlines for their articles – from appropriate and emphatic, to more dishonest and sensationalized.
10. If possible, and if the class is interested, a field trip to a local newspaper may be arranged at this point to allow students to see the wide range of activities and large number of people involved in printing a newspaper. Regular school field trip policies should be followed, and students need to be reminded of the behavioural expectations for field trips.
11. Students are assigned the project of creating an original front page. Topics should be developed with the students that are current and of interest to the students. These may include: classroom events, school events, local news, significant and interesting national or world news, etc. Students should consult their Media Logs for information and ideas in completing the project. Students in need of increased challenges should be allowed the opportunity to develop individual pages. Students in need of more assistance may create the front page in pairs, or as a part of a small group, with individual tasks and responsibilities towards the development of a "group" page. All students should be allowed the opportunity to utilize desktop publishing or similar programs in the creation of the front page to set columns, design graphics, and create a professional and realistic product. If available, the teacher should consult with the Communications Technology teacher for assistance in utilizing photography or computer-generated pictures in the newspaper. The final products are evaluated utilizing a rubric. (See Appendix 1.)
12. As an enrichment activity for students with greater interest and skill levels, students may experiment with different points of view in writing news articles. As reporters of school events, students may write as various players in a news event, and for a variety of styles of papers: responsible, truth-seeking; tabloid, etc.
13. If students are interested in pursuing additional activities, or as an alternative to the front page, they may develop a school newspaper depicting current events in the school.

Assessment/Evaluation

The teacher and students gather evidence of the specific expectations outlined for this activity by:

- a formative assessment by the teacher using a checklist of the scavenger hunt newspaper activity; (See Appendix 1.) (LR2.02, WR1.01, WR1.02, WR1.03, WR1.04, WR2.01, WR2.02, ME2.02)
- a formative assessment by the teacher throughout the unit using a checklist that students are recording reactions to texts and identifying and describing the elements used to structure media works in the Media Logs; (LR1.01, LR1.05, ME1.02)
- a summative assessment by the teacher using the Media Log Checklist (See Appendix 1.) to evaluate the completion of the Media Log recording personal reactions, comparing responses, using strategies to remember what they have read and locating and recording information and ideas; (LR1.01, LR1.05, LR1.07, WR1.02, ME1.02, ME1.03)
- a formative assessment using the Response to Media Product Rubric (See Appendix 1.) to assess the completion of the paragraphs about techniques used in print advertising; (WR3.01, WR3.02, WR3.03, WR4.02, WR5.01, ME1.01, ME1.04)
- a summative assessment by the teacher using the Media Awareness Rubric (See Appendix 1.) on the students' completion of the charts, Media Logs, and class activities throughout the activity; (LR1.01, LR1.02, LR1.03, LR1.04, LR1.05 LR1.06, LR1.07)
- a summative assessment by the teacher using the Front Page Newspaper Rubric (See Appendix 1.) to assess students completion of the activity. (LR2.01, WR1.02, WR1.03, WR1.04, WR2.01, ME2.02)

Resources

Aker, Don and David Hodgkinson. *Language and Writing 9*. Canada: International Thomson Publishing, 1999.
ISBN 0-17-618681-6

Bates, Susan. *Amazing! Canadian Newspaper Stories*. Toronto: Prentice Hall, 1991.
ISBN 0-13-026014-2

Duncan, Barry, Janine D'Ippolito, Can Macpherson, and Carolyn Wilson. *Mass Media and Popular Culture*. Toronto: Harcourt Brace and Company Canada Ltd., 1998.
ISBN 0-7747-0170-6

Heyer, Sandra. *True Stories in the News: A Beginning Reader*. New York: Longman Inc., 1987.
ISBN 0-582-90743-8

Jolin, Amy, ed. *Media Today: Interpreting Newspapers, Magazines, Radio, TV, Movies and the Internet*. New Jersey: Globe Fearon Educational Publisher, 1996.
ISBN 0-8359-1923-4

Ontario Ministry of Education. *Media Literacy: Resource Guide, Intermediate and Senior Divisions*. Toronto: Ministry of Education, 1989.

Siamon, Sharon and James Barry, eds. *Media Mix*. Scarborough: Nelson Canada, 1994.
ISBN 017-604365-9
Anthology collection containing photography, cartoons, memoirs, trivia, and assorted information about a variety of media

Smith, Barbara. *Becoming Independent Workbook Series: Basic Survival Skills*. Huby's Ltd., 1994.

Walker, Don. *Teaching Ideas for Media Literacy*. (6 Vols.) Toronto: Toronto Catholic District School Board, 1998.

Newspapers and Magazines

Scope. Denise Rinaldo, ed. New York. Telephone: 1-800-Scholastic.
E-mail: SCOPEMAG@Scholastic.com

Sportpath Magazine. Janie Leyden-Ondrey, Director. Toronto.
Telephone 416-598-1991 or 1-877-777-8784. E-mail: questions@sportpath.com

Your News: Canada's Teaching Newspaper. Frances Phelan, Publ. Quebec. Telephone: 514-487-5797
Fax: 514-487-6247 E-mail: phelan@YourNews.CA

Web Sites

Adbusters and Absolut
http://www.adbusters.org/spoof-ads/absolutonice.html
A history of Absolut Vodka's spoofs on alcohol advertising attempting to counteract its messages, particularly for teenagers

Activity 3: Working Rules!

Time: 420 minutes

Description

Throughout this activity, students use informational texts to develop their employment readiness skills. Students examine and work with classified job advertisements, application forms, cover letter, resume, and interview materials. Students determine the characteristics and expectations of the audience in employment-seeking communication, and use this knowledge to prepare appropriate materials to begin to prepare them for the challenges of the world of work.

Strand(s) and Expectations

Strand(s): Literature Studies and Reading, Writing, Language

Overall Expectations: LRV.01, WRV.02, WRV.03, WRV.05, LAV.01.

LRV.01 - select, read, and demonstrate an understanding of a variety of literary and informational texts which are both personally meaningful and relevant to their courses of study;
WRV.02 - select and use different literary and informational forms … for different audiences and different purposes;
WRV.03 - use an organizational pattern to structure their ideas for writing texts;
WRV.05 - use strategies for editing and proofreading written work, with an emphasis on the conventions of Standard Canadian English;
LAV.01 - use vocabulary and language conventions to read, write and speak clearly and correctly.

Specific Expectations:

Literature Studies and Reading

LR1.01 - demonstrate their understanding of text by: making inferences, drawing conclusions, and supporting opinions about the text and by making personal connections to issues and ideas in the text;
LR1.04 - use the features of the text to locate the information they need.

Writing

WR2.01 - identify their purpose for selected pieces of writing;
WR2.02 - identify the audience for selected pieces of writing;
WR3.03 - use a simple organizational plan such as chronological order, or compare/contrast, to structure body paragraphs in a short report, following teacher modelling and shared writing of the form;
WR5.01 - use strategies to edit and proofread writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation.

Language

LA1.01 - use strategies to expand vocabulary … gained from a variety of real and relevant contexts;
LA1.03 - select appropriate words and phrases to suit the audience and the purpose, showing an understanding of the difference between language used in the classroom and the language used with peers.

Planning Notes

The teacher will:

- refer to Image of the Learner and other notes in the Course Overview. In particular, the teacher needs to be sensitive to any reluctance of students to share personal information in a public forum, and should offer opportunities for students to complete activities using fictional or printed information;
- be sensitive to those students whose family backgrounds and circumstances may make discussions of employment and employability skills difficult or uncomfortable;
- visit various sources in the school and community for employment information and job application forms: Student Services/Guidance; local career centres, employment offices and agencies; local stores and restaurants; local newspapers, etc.;

- prepare sample job advertisements as hand-outs for the students. Sources are included in Resources, as well as local newspapers, employment offices, and job agencies;
- prepare a worksheet containing job advertisements, accompanied by specific questions pertaining to information to be located in the ads (see Teaching/Learning Strategy 5);
- invite employers from the community, who hire students, to be guest speakers in the class, describing how they make hiring decisions and what they expect from student employees;
- prepare a checklist for the students, "How Would I Rate as an Employee?" based on the information students have learned from the guest speakers;
- prepare or obtain a sample cover letter and resume, (photocopied or on overhead transparency), with confidential information deleted; (These should be available at the school Guidance office or local community career centre.)
- obtain and prepare sample job application forms from local restaurants, stores, etc. that hire students, (photocopied or on overhead transparency), for students to observe and later practise completing;
- prepare a role play to model for the students regarding job interviews; (Students practise three roles: interviewer, applicant, and observer. The teacher may wish to enlist senior English students, or students with a strong interest in Drama to model the role-play.)
- prepare chart paper, markers, overhead transparencies, and projector for the various steps in this activity;
- prepare photocopies of checklists for students to complete the activity;
- consult with the Teacher Advisors of students regarding career/job search activities that might be occurring in that area to ensure that activities are complementary and not a duplication of other instruction;
- provide portfolios or file folders for students to store their personal career search information;
- incorporate appropriate lessons for grammar and usage, spelling, and punctuation at opportune times, based on the demands of the activities and the individual needs and progress of the students.

Teaching/Learning Strategies

Part I: Employment Readiness

1. To introduce the Employment Readiness Activity, the teacher writes on the board: "Why do people want to work?" The students brainstorm a list of the benefits of working (e.g., money, purchasing power, freedom, etc.).
2. The teacher leads a class discussion on the importance of preparation and planning for a job search in preparation for the world of work. In particular, the teacher should emphasize the concept that students are only beginning to embark on a process of lifelong learning and career planning.
3. The students brainstorm sources for finding jobs as the teacher captures student ideas on the board or on chart paper. Sources should include newspaper classified ads, signs in store windows, employment agencies, government employment offices, local career centres, school and other public bulletin boards, school Guidance offices, word-of-mouth, etc. Students should write these sources in their notebooks.
4. The teacher clarifies for students that the purpose of this activity is to allow students to examine local resources for finding employment, to begin to become familiar with the processes involved in applying for and successfully obtaining a job, and to begin to understand how potential employers screen and select candidates.
5. The teacher provides samples of job advertisements appropriate to the reading level and age of the students. Students circle or highlight the most important details in the ads. Students discuss the elements highlighted (e.g., salary, minimum requirements, working hours, job title, description, etc.). As a more structured and detailed alternate activity, the teacher may hand out worksheets containing job advertisements accompanied by specific questions keying students into the significant elements (e.g., What is the salary? What are the work hours? etc.). After completing the activity, as a class,

students generate a list of important information to look for when looking at an advertisement for a job. The list should be posted in the classroom and students copy it into their notebooks.

6. The teacher invites into the class guest speakers from the community who are representatives of local establishments that hire students for part-time employment. The guest speakers give students information about types of jobs available, typical wages, educational and personal requirements of employees, and general tips on obtaining employment at establishments such as theirs.
   Prior to the arrival of guest speakers, the teacher leads the students in generating questions for the employers. Questions are posed to allow students to receive information most geared to their being able to pursue job opportunities in the community, (in either the near or more distant future). These questions may be provided to the speakers beforehand.
7. Using and expanding on the information given by the guest speakers, the class creates a list identifying the "Qualities of a Good Employee". The list includes such attributes as attendance, punctuality, positive and polite attitude, group skills, reliability, etc. The teacher encourages students to make connections between appropriate behaviour in a school setting and appropriate behaviour on the job. The list is posted in the classroom and students copy it into their notebooks. The teacher creates a checklist from the attributes, and students evaluate themselves. As well, the teacher may wish to bring the "Employability Skills Profile" from the Conference Board of Canada (see Unit 1) to the students' attention once again.

How Would I Rate as an Employee?

Qualities	**Excellent**	**Good**	**So-so**	**Need to Improve**
Good attendance				
Punctual				
Etc.				

Students set personal goals to become more employment-ready. Students record their goals in their Response Journals, with a plan of how to achieve these goals. The teacher may wish to use the format established in Unit 1, Activity 4: Planning Ahead!, and reviewed in Part I when setting school goals. As well, the teacher may wish to emphasize the strong connection between the types of characteristics that make a good employee and the characteristics that make a good student, as evidenced by much of the evaluation in this course.

Part II: Job Applications: Introduction to Cover Letters

1. The teacher explains that this activity accomplishes two goals: to lay a foundation for ongoing development of an understanding of the steps and skills involved in the job application process; and to reinforce the importance of understanding the audience in any work-related communication.
2. The teacher leads a class discussion about the importance of remembering purpose and audience in writing, and using appropriate language in all aspects of the job search. Students generate a list of "Do's and Don'ts" to be copied in their notebooks, relating to language used in all aspects of employment-related communication.
3. The teacher introduces the topic of the cover letter to a job application by explaining its purpose and format using specific samples from local resources (Guidance department in the school, career centre in the community, etc.). The teacher shows a sample on an overhead, or distributes photocopied samples with confidential information erased. Students write rough drafts of cover letters to begin to develop the skills they need in the future.
4. The teacher provides a sample job advertisement to which students respond, utilizing the list of characteristics that they have generated about qualities employers look for in employees.
5. Prior to the students drafting their letters, the teacher draws students' attention to the structural, language, punctuation, and grammatical conventions of the cover letter.

6. Students may follow the sample outline (which is revised to the checklist for assessment of the completed cover letter):

Outline and Checklist for Cover Letter

	Excellent	Good	Needs Work
1. Address of the Applicant			
2. Date			
3. Name, Title, Company, Address of Recipient			
4. Salutation			
5. Opening Paragraph • State how you heard about the job and why you want it.			
6. Middle Paragraph • Give more details about the job you want; • Give some information about your qualifications and why they fit the job.			
7. Closing Paragraph • Request an interview. • Express interest in the job and company.			
8. Closing and Signature			
9. Details given about the advertised job			
10. Appropriate language for purpose/audience			
11. Appropriate punctuation used			
12. Words are spelled correctly.			

For students requiring greater assistance, the teacher may develop a template of sentence completions that students can use to insert their own information to personalize the letter. All students would benefit from the opportunity to word process their letters.

7. Students exchange cover letters with a partner and assess their peer letter, using the Cover Letter Checklist.
8. Students make the necessary revisions and the teacher evaluates the final, polished copies of the cover letter using the checklist.

Part III: Resumes

1. The teacher introduces the resume, describing it as the job seeker's description of himself/herself to an employer. The teacher asks the students to brainstorm and create a list of *positive action words* that describe one as an achiever or good worker. The list is posted in the classroom for quick reference by the students. The teacher may choose to reinforce grammar expectations at this point by having students point out the parts of speech: noun, adjective, or verb that appear to have the greatest impact.
2. The teacher discusses the purpose and process for resume making. Emphasis is put on the fact that the resume is a constantly evolving personal history. At this stage, students are exposed only to the style and content areas of an effective resume, with a goal toward developing their own polished resume on an ongoing basis throughout their high school career, and through life. Students should be aware that as early as Grade 10, polished resumes may be required for admission to some school apprenticeship programs.
3. The teacher provides sample resumes, with confidential information deleted, either on overhead or handout. Together the class examines and points out the features of a good and effective resume. The teacher reviews punctuation requirements, stressing the appropriate format for resume writing.

4. Students create their own resumes, following a teacher-provided outline or template, giving as much detail as they can. As an alternative, students may wish to create resumes for themselves as they would write them ten years into the future, projecting the educational and work experience goals that they hope to obtain by that time. A third alternative might be to assign students the writing of the resume of a well known celebrity looking for a job (e.g., Michael Jordan at a sports store, Silken Laumann at a marina, etc.).
5. Students assess their own resumes using the Resume Self-Evaluation Checklist. (See Appendix 1.)

Part IV: Application Forms

1. The teacher facilitates a discussion with students regarding the present reality of their own employment situations, as largely contingent on the job application and job interview. The teacher provides students with a sample application form. The teacher should point out the importance of recording accurate information, error-free spelling, neat printing (or writing if specified), to create an overall business-like and neat appearance.
2. The teacher asks the students "What are the important points to consider when completing an application form?" The students' ideas are discussed by the class.
3. The teacher hands out to each student a sample application form. With teacher direction and modelling using an overhead, the students fill out the applications.
4. The teacher brings in a variety of application forms from local employers to expose students to the various styles and questions used. Students practise completing the forms, keeping in mind the importance of completeness, accuracy, and neatness.
5. Students reflect in their Response Journals on three key characteristics of completing a successful application.
6. If students are interested, and sufficient resources available, the teacher may expand the activity to include some or all of the following activities:
   i. Invite a speaker from the Guidance department or from a community career centre to give students information on the kind of documentation needed in order to secure employment and advice on how to go about obtaining it.
   ii. Invite a self-employed person from a small business who sometimes uses seasonal or periodic assistance (e.g., farmer, garage owner, landscaper, etc.) to explain what qualities are needed in employees and how to obtain this kind of work.
   iii. Ask local business owners if they would examine the completed job applications and give students positive feedback and suggestions for improvement.
   iv. Invite local business owners to speak about appropriate follow-up activities once an application has been submitted (e.g., phone call, visit to the store, etc.).

Part V: Job Interviews

1. The teacher discusses with the students the purpose and importance of the job interview. (e.g., face to face meeting between prospective employer/employee, mutual exchange of information, chance to make a lasting and favourable impression, etc.)
2. The teacher explains four stages of a job interview:
   i. the introductory stage (social pleasantries exchanged between interviewer and applicant);
   ii. the information gathering stage (applicant is asked about his/her qualifications, experience, and qualities);
   iii. the information giving stage (employer gives information about the company and specifics in the job);
   iv. the closing stage (key points are reviewed, applicant makes summary comments, interviewer specifies further contact or follow-up).
3. The students brainstorm about questions an interviewer might ask in an interview. The teacher captures these on the board, chart paper, or overhead; students record them in their notebooks.

4. The students work in groups of three, with teacher modelling, in order to role play the mechanics of an interview, using the questions generated in the discussion. Each student has an opportunity to play each of three roles: interviewer, applicant, and observer. After each interview, the student in the observer role provides feedback to the applicant, using the Interview Role Play Checklist. (See Appendix 1.)
5. The teacher encourages students to create a list of interview "Do's and Don'ts" which are posted in the classroom and which students copy into their notebooks. If appropriate, the teacher may wish to discuss language, appearance, and attire when applicants are looking for work at this time.

Part VI: Career Portfolios

1. As a culminating activity, the class creates two lists based on what they have learned:
    - Ten Characteristics Employers Look for in Employees;
    - Ten Rules for Becoming Successfully Employed.
2. The teacher provides students with "Employment Portfolios" where they store all of the sample forms, activities, and ideas generated.
3. Students have an opportunity to select items from the various activities that they have completed in Unit 4, about their personal learning styles, intelligences, as well as career information and sample work-related writing and ideas to store in the portfolios. Students may wish to decorate the cover with work-related pictures, graphics, or other designs.
4. The teacher stores these portfolios in the classroom so that students can refer to and build on them in future courses in other years. Alternately, the teacher may choose to give the portfolios to the Teacher/Advisors of the students for storage and maintenance. The teacher informs students that this is the beginning of an ongoing process for each of them, through school and through life, as job-search, career exploration, and career development is a life long activity for each of them.

Assessment/Evaluation

The teacher and students gather evidence of the specific expectations for this activity by:

- formative self-evaluation by the students using the teacher-provided checklist (Part I, Teaching/Learning Strategy 7) based on the class discussion to "How Would I Rate as an Employee?"; (LR1.01, LA1.01)
- formative assessment by the teacher of the students' personal goal-setting in their Response Journals using the Goal Setting Rubric; (See Appendix 1.) (WR2.01, WR3.03)
- formative evaluation by the students and summative evaluation by the teacher using the Cover Letter Checklist (Part II, Teaching/Learning Strategy 2) (LR1.01, LR1.04, WR2.01, WR2.02, WR3.03, WR5.01, LA1.03)
- formative self-evaluation by the students using the Resume Self-Evaluation Checklist; (See Appendix 1.) (LR1.01, WR2.01, WR2.02, WR3.03, WR5.01G, WR5.05S, LA1.01, LA1.03)
- formative assessment by the students using the Interview Role Play Checklist; (See Appendix 1.) (LR1.01, LR1.04, LA1.03)
- summative assessment by the teacher at the conclusion of the activity using the Working Rules! Rubric. (See Appendix 1.) (LR1.01, LR1.04, WR2.01, WR2.02, WR3.03, WR5.01, LA1.01, LA1.03)

Resources

Bolles, Richard Nelson. *What Color Is Your Parachute? A Practical Manual for Job-Hunters and Career Changers.* Berkeley, CA: Ten Speed Press, 199-. (Published annually.) 1997 edition
ISBN 0-89815-844-3

Gough, Nigel, and Gael Tickner. *Language at Work.* Toronto: Holt, Rinehart and Winston of Canada, Limited, 1987. ISBN 0-03-022031-1

Makra, Kevin E., ed. *The 1999 Canada Student Employment Guide*. Toronto: Student Employment Network, 1999.

Ministry of Education and Training and Human Resources Development Canada. *Ontario Job Futures.* March 1997. ISBN 0-7778-6157-7

Youth Link 1998 – 1999. Hull, PQ: Human Resources Development Canada, 1998. ISBN 0-662-262320

Zuern, Guenther, ed. *Finding a Job: Language, Skills and Strategies for ESL Learners.* Toronto: Ontario Ministry of Citizenship, Program Development Branch, 1994.
ISBN 0-7778-2437-X
Contains easy to understand information about the various steps in finding a job; may be photocopied for classroom use.

Web Sites
Career Explorations
http://www.careers.org/index.html

Job Hunting
http://www.washingtonpost.com/parachute

The Real Game
http://www.realgame.com
Contains information about a computer program that helps students of all ages make career plans.

Youth Link (Canada's Youth Employment Strategy)
www.youth.gc.ca
Information on work experience opportunities, summer job programs, starting your own business, overseas travel, on-line job banks, etc. The site is connected to the Government of Canada Youth Information Line: 1-800-935-5555

Activity 4: Real Reading!

Time: 180 minutes

Description

In this activity, students read, review, and examine a variety of real-life texts in order to determine audience, message, and stylistic details used to create an emphatic message. The teacher should expose the students to everyday accessible material such as the yellow pages, phone book, "how to" manuals, pamphlets, driver's manual, and magazines.

Strand(s) and Expectations

Strand(s): Literature Studies and Reading, Writing and Language
Overall Expectations: LRV.03, WRV.05, LAV.01, LAV.02.
LRV.03 - identify and explain the effect of specific elements of style in informational texts;
WRV.05 - use strategies for editing and proofreading written work, with an emphasis on the conventions of Standard Canadian English;
LAV.01 - use vocabulary and language conventions to read, write, and speak clearly and correctly;
LAV.02 - use listening techniques and oral communication skills to participate in large and small group discussions for a variety of purposes.

Specific Expectations:

Literature Studies and Reading
LR3.01 - use key words in questions or prompts to present appropriate information and ideas in homework answers.

Writing
WR5.05S - use a variety of spelling resources to improve spelling (spell checkers, dictionaries).

Language

LA1.01 - use strategies to expand vocabulary … gained from a variety of real and relevant contexts;
LA1.03 - select appropriate words and phrases to suit the audience and the purpose, showing an understanding of the difference between language used in the classroom and the language used with peers;
LA2.06 - make a short oral presentation.

Planning Notes

The teacher will:

- refer to Image of the Learner and other notes in the Course Overview;
- gather a variety of real-life materials that are current, user friendly, and address various students' individual needs;
- create hand-outs of the chart and checklists from samples provided in the Teaching/Learning Strategies;
- have a variety of easy-read dictionaries in the class;
- consult with the Technology department about instruction manuals that students might have to use in that area;
- consult with the computer teacher about access to computers for polished final products and spell checkers;
- prepare a real-life sample to illustrate how the author and editor have used specific design elements to enhance their text (e.g., television listings, magazines; instruction manuals for appliances and electronics, etc.);
- incorporate appropriate lessons for grammar and usage, spelling, and punctuation at opportune times, based on the demands of the activities and the individual needs and progress of the students.

Teaching/Learning Strategies

1. Students arrive to class to discover the tables grouped in stations with various real-life textual materials placed on them. Materials should include a wide variety of text types: television listings, travel brochures, cookbooks, telephone books, bus schedules, appliance instructions, electronic equipment manuals, textbooks, driver's manual, car manual, map of the town, heritage book, game instructions, etc. The teacher selects materials based on the various reading levels, interests, and abilities of the class.
2. Students rotate through each station and investigate the materials by completing the chart Explore and Discover Real-Life Textual Facts.

Explore and Discover Real-Life Textual Facts

Source	Purpose	Format	User-Friendly?	Engages Audience? How? (3 ways)

3. The teacher lists each source and then leads the class in a discussion about the various texts. Students state their discoveries and any questions that have arisen from their investigations of the various sources.
4. The teacher chooses one text and outlines for students how the writer has used a variety of techniques to enhance the presentation. With the class, the teacher may note organization, layout, and design techniques that have been used by the creators to clarify the message. Details such as headings, bolded/highlighted words, key words and phrases, margin notes, titles, charts, illustrations, diagrams, graphics, colour, etc. should be noted, as well as any other elements that are mentioned by the students. The teacher clarifies for students how and why certain organizational and design decisions are made to convey meaning in texts.
5. The teacher asks the question: "What are the ways to help convey meaning in texts?" and students brainstorm responses which the teacher records on chart paper.

6. Students record any new words and terms, especially those concerning author/editor elements, in their Vocabulary Logs, along with the meanings and use of the word in a sentence. (See Unit 1.) If comfortable with the process, students share their sentences with a partner and receive feedback regarding spelling, usage, etc. Students should have an opportunity to revise and polish their sentences using dictionaries, word processing, and spell check technology before submitting final copies to the teacher.
7. The teacher leads a class discussion about the kinds of language appropriate to various settings. Students work in pairs to develop appropriate ways of conveying a spoken message in a variety of settings, and complete the Types of Language chart. Messages could include asking to leave the room to use the washroom, asking someone to lend you something, letting someone know that a pen has leaked on his/her shirt, etc.

Types of Language

Setting	**Message**	**Appropriate words and phrases**
Classroom		
School Cafeteria		
Job Interview		
Workplace (with customers)		
Party (with peers)		
Party (with adults)		
Public mall		
Childcare facility		

8. The students share their charts with another group, or with the class, as appropriate for the nature of the class. The teacher leads a discussion clarifying how various settings, people present, and circumstances affect the kind of language and conversation that is appropriate.
9. The teacher gives the students an opportunity to examine real-life texts for the types of language that have been used to meet the needs of various readers and viewers.
10. Students review their notes about design and organizational elements in real-life texts (Teaching/Learning Strategy 2) and write a Response Journal item, selecting one text and explaining three elements that have been used to help clarify meaning.
11. The teacher allows students to select one real-life text from those provided in the classroom, or from one of the student's own selection. Students independently examine the text for the techniques and items that enhance a message. Students have a checklist to help them prepare their presentation; as well, the teacher should share the Oral Presentation on Design Rubric that assesses their presentation (See Appendix 1.)

Design Checklist

Design Element	Missing	Included	Creative
Titles			
Charts			
Bolded/highlighted words			
Key words and phrases noted			
Illustrations/graphics			
Colour			
Font size variations			
Etc.			

12. Students prepare the appropriate information for their presentation by consulting the information in their Response Journals, their completed charts from Teaching/Learning Strategy 2, their peers, and the teacher.

13. Students present their design elements assignment to the class, another small group, or to the teacher, as appropriate for the comfort level and abilities of the class. Students who are capable should be encouraged to complete a detailed, "academic" analysis; students who require more support may be assisted by the checklist or by teacher probes through the presentation. If students are presenting to peers, the students may be asked to complete the assessment rubric as an addition to the teacher's assessment.
14. The teacher may choose to expand the activity by allowing the students to create a user-friendly, attractive, and informative document that could be shared. Some topics could include: "Grade Nine: Real Life!"; "Innovative Locker Design"; "Dress for Maximum Impact", "Teenagers' Survival Guide", etc.

Assessment/Evaluation

The teacher and students gather evidence of the specific expectations of this activity by:

- a summative evaluation by the teacher using the Oral Presentation of Design Elements Rubric that students completed based on how authors and editors use design elements; (LR3.01, LA1.03, LA2.06)
- a summative evaluation by the teacher using a checklist for spelling resources, suitable audience and purpose, and appropriate language use, recorded in students' Vocabulary Logs and completed Types of Language chart; (WR5.05S, LA1.03)
- a formative evaluation by the student and the teacher using a rubric on the Vocabulary Logs that students completed throughout the activity. (LR3.01, LA1.01)

Resources

A wide variety of "real-life" text material representing the individual characteristics of the student in the classroom and the community. See Teaching/Learning Strategy 1 for examples.

Appendix 1

Activity 1

I Learn Best By … Questionnaire

Activity 2

Is Media in Your Life? Survey
Media Log Checklist
Response to Media Product Rubric
Newspaper Scavenger Hunt Checklist
Front Page of the Newspaper Rubric
Media Awareness: Summative Rubric

Activity 3

Goal Setting Rubric
Resume Self-Evaluation Checklist
Interview Role Play Checklist
Working Rules! Rubric

Activity 4

Checklist for Vocabulary Log/Types of Language Chart
Oral Presentation of Design Elements Rubric

I Learn Best By … Questionnaire

	Yes	No	At times
Reading independently			
Working with others			
Hearing details to learn			
Seeing details to learn			
Working with my hands			
Experiencing the situation			
Solving a "real" problem			
Trial and error			
Discussing ideas in a group			
Discussing ideas with a partner			
Working by myself			
Using my own creativity			
Following directions			
Asking questions			
Thinking about what I have read or heard			

Is Media in Your Life? Survey

Check how many of the following exist in your home:

Television ______
DVD player ______
Computer ______
Videotapes ______
DVD disks ______
Cable TV ______
CD player ______
CDs ______
Magazines ______
Cassette tapes ______
Newspapers ______
Pay TV ______
VCR ______
Camcorder ______
Internet ______
Radio ______
Walkman ______

How many times in the past month have you been to the movies? ______
How many times in the past month have you rented a movie? ______
How many times in the past month have you purchased: a CD? ______
cassette tape ______
videotape ______
How many times in the past week have you watched news on television? ______
How many times in the past week have you read a newspaper? ______
How many times in the past week have you read a magazine? ______
What kinds of magazines do you enjoy? ______________________________
What is your favourite movie? ______________________________
What is your favourite TV show? ______________________________
Name your favourite singer: ______________________________
Name your favourite band: ______________________________
Name your favourite soap opera: ______________________________
In the past week, how much time did you spend:
Watching (TV, tapes, or movies) ______________________________
Listening (radio, CDs, tapes) ______________________________
Reading (books, magazines, newspapers) ______________________________
Working (home chores) ______________________________
Working (part-time job) ______________________________
Working (studying) ______________________________
Talking (phone, one-to-one with family/friends) ______________________________

Media Log Checklist

	Excellent	**Good**	**Incomplete**
Contains the assigned number of entries			
Reflections are of appropriate length and detail			
Entries reflect exposure to a variety of media forms			
Assigned # of print samples (clippings) included			
Print samples are dated with sources acknowledged			
Log entries are dated and labelled			
3 classroom events (speaker, trip etc.) included			
3 media events as assigned included			
3 responses to television and/or film included			
3 responses to music, video, newspaper, photographs included			
Media Log cover contains appropriate information			
Media Log cover creative in its design			
Entries show evidence of proofreading for appropriate language, punctuation, and spelling			

Response to Media Product Rubric

	Level 1	Level 2	Level 3	Level 4
Appropriate information and ideas in homework	- minimal information; limited number of ideas	- some information; some ideas presented	- considerable information and ideas in both number and scope	- thorough information; wide variety of insightful ideas
Factors influencing media creation and distribution recognized	- limited recognition of factors	-some recognition of factors	- considerable recognition of a variety of factors	- thorough understanding of a variety of factors
Identification of both explicit and implicit messages	- limited recognition of explicit message	- some recognition of explicit message	- recognition of explicit message and some of implicit	- thorough understanding of messages presented
Structure of Paragraph	- limited competence in structuring a paragraph	- some competence in structuring a paragraph	- considerable competence in structuring a paragraph	- high degree of competence in structuring a paragraph
Revision and Editing of Paragraph(s)	- limited competence in using writing process	- moderate competence in using writing process	- considerable competence in using writing process	- a high degree of competence in using writing process

Newspaper Scavenger Hunt and Activity Checklist

	Incomplete	Complete	Creative
Brainstorming strategies used			
Information located			
Information and ideas recorded in charts			
Information has been sorted			
Media Log used as source for ideas and facts			
Audience identified for messages			
Purpose identified for writing			

Front Page Newspaper Assignment Rubric

	Level 1	Level 2	Level 3	Level 4
Information has been sorted and recorded	- minimal sorting and recording of ideas	- some sorting and recording of ideas	- effective sorting and recording of ideas	- high level of sorting and recording of ideas
Identifies audience and purpose	- communicates audience and purpose with limited clarity	- communicates audience and purpose with some clarity	- communicates audience and purpose with considerable clarity	- communicates audience and purpose with high level of clarity and confidence
Utilizes Media Log for information source	- limited use of Media Log	- some use of Media Log with some degree of effectiveness	- uses Media Log effectively and consistently	- uses Media Log effectively, consistently and creatively
Utilizes format of newspaper front pages	- demonstrates limited understanding of format	- demonstrates some understanding of format	- demonstrates considerable understanding of format	- demonstrates thorough understanding of format
Use of technology	- limited or no use of technology	- some use of technology	- considerable use of technology	- technology used with a high degree of competence
Use of revision, editing and proofreading strategies	- limited or no evidence of proofreading; many errors	- some evidence of proofreading; contains several errors	- considerable evidence of proofreading; work is error free	- consistent evidence of proofreading; work is accurate, effective, emphatic

Media Awareness Summative Rubric

	Level 1	Level 2	Level 3	Level 4
Used texts for information	- minimal use of text material	- some appropriate use of text material	- considerable selection of appropriate text material	- considerable selection of highly appropriate text
Used features of text to locate information	- limited use of text features and location of information	- some use of text features and some information located	- considerable use of text features and information located	- thorough use of text features and a great deal of information located
Understanding of text	- minimal evidence of opinions or conclusions using text	- some evidence of developing opinions or conclusions from text	- considerable evidence of inference, conclusion and clear opinions	- thorough evidence of inference, conclusion and insightful opinions from text
Use of reading strategies	- limited competence in using reading straregies	- moderate competence in using reading strategies	- considerable competence in using reading strategies	- a high degree of competence in using reading strategies
Use of strategies and organizers to remember information	- limited use of strategies; limited facts and details used	- some use of organizers; some details recorded	- organizing strategies used effectively; considerable recording of detail	- organizing strategies used with high effectiveness; thorough use of detail

Goal Setting Rubric

Student has:	Level 1	Level 2	Level 3	Level 4
Identified personal goals for increasing employment readiness	- limited goals identified	- some goals identified	- good selection of goals identified	- excellent selection of goals identified
Set realistic and appropriate goals	- inappropriate or unrealistic in scope/depth	- somewhat appropriate or realistic in scope/depth	- goals are appropriate in scope and depth	- goals are highly appropriate and insightful
Identified a plan of action to achieve goals	- limited plan of action identified	- some identification of a plan of action	- considerable identification of a plan of action	- excellent plan of action; shows detail and clear thought
Plan of action is appropriate and realistic	- inappropriate or unrealistic plan of action	- somewhat appropriate and realistic	- plan of action is appropriate and realistic	- plan of action is highly appropriate and very realistic

Resume Self-Evaluation Checklist

My resume contains:	Yes	No
My name, address and telephone number		
My educational information		
My work experience: dates company names job titles job descriptions		
Other activities that I have been involved in …		
Other personal data (hobbies, skills, talents) …		
References		
Appropriate punctuation		
Correct spelling		
Resume is legible and easily understood		

Interview Role Play Checklist

The Interviewer:	**Excellent**	**Good**	**Needs Work**
Asked introductory questions of the applicant			
Asked appropriate job-related questions			
Gave information about the job and company			
Gave information about follow-up/next steps			
Allowed the applicant enough time to answer			

The Applicant:	**Always**	**Sometimes**	**Rarely/ Never**
Used proper language for an interview			
Answered the questions with good use of details			
Gave good reasons why he/she should be hired			
Answered the questions without hesitating			
Used proper body language (eye contact, not fidgeting, etc.)			
Thanked the interviewer for the interview at the end			

Working Rules! Rubric

	Level 1	Level 2	Level 3	Level 4
Knowledge of sources of employment	- limited knowledge	- some knowledge	- considerable knowledge	- thorough knowledge
Location of key information in advertisements	- limited information found	- some information found	- considerable information found	- all important information clearly outlined
Cover letter	- limited effectiveness; format inappropriate	- somewhat effective; attempt to follow format	- considerably effective; format is appropriate	- extremely effective; format precise and accurate
Resume	- limited effectiveness; lack of detail; format inappropriate	- somewhat effective; some detail; attempt to format	- considerably effective; appropriate detail; format appropriate	- highly effective; excellent detail; format precise and accurate
Group Work in Interview and Role Play	- limited; inappropriate behaviour and interaction	- somewhat appropriate in behaviour and interaction	- considerably appropriate in behaviour and interaction	- thoroughly appropriate in behaviour and interaction at all times

Vocabulary Log/Types of Language Checklist

	Successful	Unsuccessful
Dictionary used		
Spell check used		
Self-edit		
Peer-edit		
Word selection suitable for audience		
Word selection suitable for purpose		
Language appropriate for location/audience		

Oral Presentation of Design Elements Rubric

	Level 1	Level 2	Level 3	Level 4
Illustrations	- limited detail; little attempt to engage the audience	- some detail; some attempt to engage the audience	- considerable detail; successful attempts to engage the audience	- details are uniquely creative and engaging for the audience
Titles/Charts	- demonstrates limited understanding of information and ideas in chart and titles	- demonstrates some understanding of ideas given in chart and titles	- demonstrates considerable understanding of ideas and information in chart and titles	- demonstrates thorough and insightful understanding of information and ideas in chart and titles
Design Elements Described	- identifies and describes one or two elements	- identifies and describes three elements.	- identifies and describes four elements clearly with detail	- clearly identifies and describes all design elements used in text
Explanation	- communicates information and ideas with limited clarity	- communicates information and detail with some clarity	- communicates information and ideas with considerable clarity	- communicates ideas and information with detail, clarity, and confidence
Use of Language Appropriate for Audience and Purpose	- limited sense of language use; incidents of inappropriate language	- some sense of language use; one or two incidents of inappropriate language	- considerable sense of language use; no incidents of inappropriate language	- language choice careful, expressive, emphatic, and entirely appropriate for audience/purpose

Unit 5: Dramatic Voices

Time: 12.5 hours

Description

In this unit, students read, experience, and participate in a variety of dramatic activities in order to explore conflict and characterization, understand motivation and other points of view, and experiment with dramatic presentation. Through their study of various forms of dramatic expression, students respond to the liveliness of the dramatic form and practise communication skills for different audiences and different reasons.

Strand(s) and Expectations

Strand(s): Literature Studies and Reading, Writing, Language, Media
Overall Expectations: LRV.01, LRV.02, LRV.03, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05, LAV.01, LAV.02, MEV.01, MEV.02.

LRV.01 - select, read, and demonstrate an understanding of a variety of literary and informational texts which are both personally meaningful and relevant to their courses of study;
LRV.02 - demonstrate an understanding of the elements of key literary and informational forms, with an emphasis on the features of textbooks, newspaper articles, short narratives, plays, and business letters;
LRV.03 - identify and explain the effect of specific elements of style in informational texts;
WRV.01 - use specific strategies to gather information and to generate ideas for written work;
WRV.02 - select and use different literary and informational forms … for different audiences and different purposes;
WRV.03 - use an organizational pattern to structure their ideas for writing texts;
WRV.04 - use strategies for revising written work;
WRV.05 - use strategies for editing and proofreading written work, with an emphasis on the conventions of Standard Canadian English;
LAV.01 - use vocabulary and language conventions to read, write, and speak clearly and correctly;
LAV.02 - use listening techniques and oral communication skills to participate in large and small group discussions for a variety of purposes;
MEV.01 - adapt a work for presentation in another media form;
MEV.02 - create media works for different purposes and different audiences.

Specific Expectations:

Literature Studies and Reading

LR1.01 - demonstrate their understanding of text by: making inferences, drawing conclusions, and supporting opinions about the text and by making personal connections to issues and ideas in the text;
LR1.02 - read texts for a variety of purposes, with an emphasis on selecting texts to extend personal knowledge, gather information for writing and discussion;
LR1.03 - demonstrate and apply the strategies that good readers use to understand what they are reading;
LR1.04 - use the features of the text to locate the information they need;
LR1.05 - use strategies to remember what they read;
LR1.07 - use Response Journals to record reactions to texts they have read for personal and academic purposes;

LR2.01 - use their knowledge of the features of the texts … to locate, understand and use information for a variety of purposes;
LR2.02 - describe the elements of different text forms;
LR3.01 - explain how authors and editors use design elements … to help convey meaning in texts.

Writing

WR1.01 - use a variety of strategies to generate sufficient content and ideas for writing;
WR1.02 - locate and record … information and ideas, from print and electronic sources;
WR1.03 - use strategies to categorize and sort information and ideas as a pre-writing activity;
WR1.04 - use Response Journals as a source of information and ideas for writing assignments;
WR2.01 - identify their purpose for selected pieces of writing;
WR2.02 - identify the audience for selected pieces of writing;
WR3.02 - structure expository paragraphs with clear and complete topic, supporting and concluding sentences;
WR3.03 - use a simple organizational plan such as chronological order, or compare/contrast, to structure body paragraphs in a short report, following teacher modeling and shared writing of the form;
WR4.01 - use revision strategies;
WR4.02 - use the feedback of others to improve the quality of ideas and organization in the writing;
WR5.01 - use strategies to edit and proofread writing, identifying and correcting errors according to the requirements for grammar, usage, spelling and punctuation.

Language

LA1.01 - use strategies to expand vocabulary … gained from a variety of real and relevant contexts;
LA1.03 - select the appropriate words and phrases to suit the audience and purpose, showing an understanding of the difference between language used in the classroom and the language used with peers;
LA2.01 - demonstrate the skills necessary for working successfully with others in groups;
LA2.02 - use key listening techniques and oral communication skills to accomplish tasks in groups;
LA2.03 - follow classroom rules for respectful speaking in turn;
LA2.04 - respond to questions providing sufficient support for opinions;
LA2.05 - demonstrate appropriate listening behaviours
LA2.06 - make a short presentation
LA2.07 - set goals to improve classroom behaviour and work habits.

Media

ME1.01 - demonstrate developing critical thinking skills by identifying the differences between explicit and implicit messages in media works;
ME1.02 - identify and describe the elements used to structure media works in a variety of forms;
ME1.03 - compare the reactions of different people or groups to a variety of media works;
ME1.04 - identify factors that influence media production, distribution, and advertising;
ME2.01 - adapt a work for presentation in another media form;
ME2.02 - create media works for different purposes and different audiences.

Activity Titles (Time and Sequence)

Activity 1	Dramatic Conflict!	225 minutes
Activity 2	Dramatic Characters!	375 minutes
Activity 3	Being Dramatic!	150 minutes

Activity 1: Dramatic Conflict!

Time: 225 minutes

Description

Students are introduced to the nature of conflict as presented through the dramatic form by experiencing a variety of activities based on study of film, television, and scripted forms of monologue and dialogue. As well, students experience dramatic activities in groups and utilize a problem-solving model to better understand conflicts and other aspects of group situations.

Strand(s) and Expectations

Strand(s): Literature Studies and Reading, Writing, Language, Media

Overall Expectations:

LRV.01 - select, read, and demonstrate an understanding of a variety of literary and informational texts which are both personally meaningful and relevant to their courses of study;
WRV.01 - use specific strategies to gather information and to generate ideas for written work;
WRV.02 - select and use different literary and informational forms … for different audiences and different purposes;
WRV.03 - use an organizational pattern to structure their ideas for writing texts;
WRV.04 - use strategies for revising written work;
WRV.05 - use strategies for editing and proofreading written work, with an emphasis on the conventions of Standard Canadian English;
LAV.02 - use listening techniques and oral communication skills to participate in large and small group discussions for a variety of purposes;
MEV.01 - identify and describe the elements, intended audiences and production practices of a variety of media forms.

Specific Expectations:

Literature Studies and Reading

LR1.01 - demonstrate their understanding of text by: making inferences, drawing conclusions and supporting opinions about the text and by making personal connections to issues and ideas in the text;
LR1.02 - read texts for a variety of purposes, with an emphasis on selecting texts to extend personal knowledge, gather information for writing and discussions;
LR1.05 - use strategies to remember what they read;
LR1.07 - use Response Journals to record reactions to texts they have read for personal and academic purposes.

Writing

WR1.01 - use a variety of strategies to generate sufficient content and ideas for writing;
WR1.02 - locate and record …information and ideas from print and electronic sources;
WR1.03 - use strategies to categorize and sort information and ideas as a pre-writing activity;
WR2.01 - identify their purpose for selected pieces of writing;
WR2.02 - identify the audience for selected pieces of writing;
WR3.02 - structure expository paragraphs with clear and complete topic, supporting and concluding sentences;
WR3.03 - use a simple organizational plan such as chronological order, or compare/contrast to structure body paragraphs in short report, following teacher modeling and shared writing of the form;
WR4.01 - use revision strategies … to produce clear, complete writing;
WR4.02 - use the feedback of others to improve the quality of ideas and organization in the writing;
WR5.01 - use strategies to edit and proofread writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation.

Language

LA2.01 - demonstrate the skills necessary for working successfully with others in groups;
LA2.02 - use key listening techniques and oral communication skills to accomplish tasks in groups;
LA2.03 - follow classroom rules for respectful speaking in turn;
LA2.04 - respond to questions providing sufficient support for opinions;
LA2.05 - demonstrate appropriate listening behaviours;
LA2.07 - set goals to improve classroom behaviour and work habits.

Media

ME1.01 - demonstrate developing critical thinking skills by identifying the differences between explicit and implicit messages in media works;
ME1.03 - compare the reactions of different people or groups to a variety of media works;
ME1.04 - identify factors that influence media production, distribution, and advertising.

Planning Notes

The teacher will:

- review Image of the Learner and other notes in the Course Overview;
- review expectations for appropriate and safe classroom behaviour, especially when working in groups and for activities requiring physical movement;
- select a variety of warm-up activities for drama, suitable for the composition of the class and comfort level of the teacher (see Teaching/Learning Strategy 4);
- select an excerpt from a television situation comedy, movie, or cartoon that clearly delineates a character in conflict and is suitable to the interest level and composition of the class;
- select pictures, paintings, or posters which clearly show people in action;
- select newspaper articles which clearly delineate conflict involving people;
- select a short script without an ending, or edit the ending out of a script, that clearly communicates characters experiencing a conflict;
- prepare a selection of video excerpts from TV shows, movies, cartoons, or rock videos clearly depicting characters in the middle of a conflict situation, and illustrating a range of problem-solving strategies with varying degrees of violence;
- incorporate appropriate lessons for grammar and usage, spelling, and punctuation at opportune times based on the demands of the activities and the individual needs and progress of the students.

Teaching/Learning Strategies

Part I: Introduction

1. The teacher introduces the unit by reviewing basic expectations for classroom behaviour when participating in group activities and presentations with the students. In particular, the teacher reviews expectations for appropriate behaviour from students when they are in the role of an audience. The teacher emphasizes that the purpose of the study of drama is to examine how conflicts and characters are portrayed in various dramatic forms. As well, students have opportunities to solve problems in various groups, to experiment with a variety of points of view, and to practise speaking and presenting in a variety of ways.
2. The teacher distributes the Daily Performance Checklist: Task and Communication Skills for Working in Groups to the students (see Appendix B) and clarifies any expectations or terms. This checklist is completed on a regular basis, alternately by self, peers, and the teacher.
3. Students continue to record regularly, in their Response Journals, their thoughts, feelings, and questions about the texts experienced in the class, and their own participation in the activities. Eventually, students utilize these reactions in Activity 3 to select a text in order to create their own dramatic expressions.

Text Response Journal items could include:

- "I experienced a situation like (character) when …"
- "I experienced a conflict like (character) when …"
- "I felt like (character) when …"
- "I met a person similar to (character) when …"
- "The worst decision (character) made was … because …"
- "The best decision (character) made was … because …"

Group Activity Responses could include:

- "I helped the group complete the task by …"
- "By completing this activity, I learned that I …"
- "I am improving my skills in …"
- "Our group had trouble with (activity) when …"
- "One of the problems our group had to solve was …"
- "My goal for the next class will be to improve my performance in …"

4. The teacher may wish to establish a different tone and process to the classroom study of drama by using a series of warm-up activities to begin each class. These activities should be designed to enable students to solve problems, communicate, and develop trust and confidence in new situations. The warm-up activities should progress in difficulty and complexity. Samples are included in Appendix 1. When used, the warm-up activities should provide opportunities for reflections in Response Journals (see Teaching/Learning Strategy 3: Group Activity Responses). These reflections may be assessed using a checklist.

Part II: Conflict in Drama

1. The teacher leads the students toward an understanding that drama involves the unfolding of a conflict which inevitably leads to a climax. The students begin with a pre-writing activity. They write in their Response Journals about a personal conflict that occurred sometime during the day or the past week. Students must include how they tried to solve the conflict and evaluate whether it worked or not. If students are uncomfortable relating personal conflicts, the students should relate a conflict which they witnessed, read about, saw on television, or became aware of by other means. The teacher may assist students who require additional assistance by providing a chart to direct responses:

I wanted …	But …	So I …	Which resulted in…

Students are asked to share their journal entry with a partner. The teacher then asks for volunteers to share with the whole class.

2. The teacher writes the word "conflict" on the board or on chart paper and clarifies the meaning with the students. Students brainstorm and describe any of the conflicts that they have witnessed that day or week: at home, at school, in the community, or in the news. The teacher captures the conflicts on the board or on chart paper. Teacher prompting should encourage students to mention conflicts that involve person-person, person-nature, and person-self. Depending on the nature of the class and nature of the community, the teacher may also include person-supernatural conflicts in the brainstorming.

3. The teacher distributes the Conflict Scenario chart. In pairs, students categorize the conflicts that are on the board and place them in the appropriate places on the chart, identifying the various types of conflict.

Conflict Scenario Chart

Conflict Type	Example	Other Scenarios
Person vs. Person	Bully asks another student for lunch money.	
Person vs. Self	Student has a curfew of ten p.m. Friends want him to stay out later at a party.	
Person vs. Environment	Student on field trip gets separated from the class and lost in a strange city	
Person vs. Supernatural	Student is babysitting late at night; hears strange sounds in the attic.	

4. The teacher and students discuss the nature of the conflicts described and understand that conflict exists in everyday life and in a variety of situations. Students should generate some characteristics of conflicts. Such concepts such as conflicts involve disagreement; range from minor to serious; can be caused by things, ideas, people, nature etc. should be identified. The examples generated from real life may be used for clarification.
5. The teacher directs students to write their own definition of conflict in their Response Journals. The definition should summarize the points made in the discussion in Teaching/Learning Strategy 4. If additional direction is appropriate for the class, the teacher might lead the class in developing a common definition and writing it on the board for students to copy.
6. From this definition the teacher leads the class to understand that personal conflict is real-life drama, and that TV shows, movies, and plays are simply characters acting out conflict and finding ways to solve problems. However, unlike life, the problems on TV are solved in 22 minutes.
7. The teacher shows students an excerpt from a TV situation comedy, cartoon, or movie which clearly illustrates a character(s) in conflict. As the students are viewing the video, the teacher freezes the video at appropriate places to point out the stages of the conflict. Students fill out an organizer of the stages.

Stages of Conflict

	Description
Main character	
Problem	
First event	
Second event	
Third event	
Solution	

8. Students have an opportunity to recreate these key points through the creation of tableaux. The teacher displays a selection of pictures from paintings, photography, or movie advertisements with which students are familiar and are appropriate for the nature of the class, which clearly show people in action (e.g., poster of Jack and Rose from *Titanic*; poster of young child from *Star Wars: The Phantom Menace*). The Visual Arts department may be a valuable resource for materials. The teacher asks students to brainstorm characteristics of the pictures, and helps direct students to draw the following conclusions:
   i. The figures appear to be in the middle of some *action.*
   ii. The figures appear on a *variety of levels.*
   iii. The figures appear in a *variety of positions.*
   iv. The picture has *one focal point.*
   v. The figures depict *exaggerated expression* and/or *action.*
9. The teacher informs students that still action pictures that create a sense of a story are called "tableaux". The teacher writes the word on chart paper or the board, and leads the students toward a definition of tableaux as a picture, created by the human figure, expressing an action. The students record the definition and criteria in their Vocabulary Logs for future reference.
10. The teacher refers students back to the Stages of Conflict chart completed in Teaching/Learning Strategy 7, and in groups of two to four, as appropriate for the nature of the class, directs the students to create one tableau which portrays their opinion of the major point of conflict from the video. Ideally, the students perform the tableaux for the class. However, the nature of student comfort and skill levels might make presentation to another group or the teacher more appropriate.
11. As a reinforcement or enrichment activity for tableaux, the teacher provides the students with a selection of newspaper articles of suitable reading level, appropriate to the composition of the class, that clearly delineate conflict and provide sufficient detail to develop a story line. In groups of four or five, students read and select one newspaper article and, using the Stages of Conflict chart, create three to five tableaux scenes to re-enact the events taking place in the article. The students present the tableaux to the teacher, another group, or class, as appropriate. Students are evaluated by peers using the checklists for Task Skills and Communication Skills for working in groups (see Appendix B). This activity allows students to assess their skills in working in a larger group.
12. Students should write in their Journals about their experiences in the larger group completing the tableaux exercises, particularly focusing on similarities and differences when working in a larger group.
13. The teacher may choose to enrich students' active experience with drama by providing additional opportunities to create tableaux. Students might create:
   i. tableaux situations from every day life at school: two students smoking when the vice principal comes in the room; school bus driver reacting to rowdy bus students, etc.;
   ii. tableaux expressing an emotion (anger, joy, frustration, etc.);
   iii. tableaux expressing an occupation or setting (emergency ward, nightclub or bar, office, etc.);
   iv. tableaux depicting specific groups of people (family dinner, nursery school, rock concert scene, etc.);
   v. tableaux representing scenes from historical events;
   vi. tableaux representing scenes from literature studied in class, etc.

Part III: Dramatic Conflict and Problem Solving

1. Since drama is based inevitably on the solving of a problem, the teacher introduces students to a structured model for problem solving. (See pp. 227–228 in *Learning to Learn* in Resources.)

Problem-Solving Model

Step 1	Whose problem is it; take ownership of the problem … if it bothers you
Step 2	Identify the real problem: a person, a thing, etc.
Step 3	Brainstorm all of the options – don't judge them yet.
Step 4	Look at your options – which ones will really work.
Step 5	Pick your best solution and put it into practice.

2. The teacher illustrates the problem-solving model for the students by applying it to a real-life situation such as illustrated in the following chart:

Step 1	Face It: YOU have the problem.	Boss yells at you every day for being late for your summer job.
Step 2	Identify the real problem.	You don't like being yelled at and you are afraid of being fired because you need a new bike.
Step 3	Brainstorm your options.	Quit your job; wait to be fired; find a new job; take steps to be on time…
Step 4	Look at your options.	You like the job; jobs are hard to find; you still want that bike …
Step 5	Pick your best solution.	Take steps to be on time: buy an alarm clock; set it 15 minutes early; start arriving 15 minutes early.

3. The teacher selects a short dialogue or one-act play with a clearly delineated conflict, from which the teacher removes the ending. The script should end at a point where the main character must make a key decision. Students read the dialogue in pairs out loud or silently, depending on the group. If students require additional assistance, students who are able and comfortable with reading to the class might perform the dialogue, or the teacher and student might perform for the class.
4. In pairs, students discuss alternate endings to the scene and use the problem-solving model as a structure to determine the most appropriate decision for the character. Students complete a chart outlining the steps in the model and the most appropriate choice. Individually, students write three paragraph responses in their Journals, written as a letter to the character explaining the optimum choice, outlining the sequence of events that occurs next as the character puts the choice into operation, and predicting the overall outcome for the character. The teacher may wish to provide students with an organizer to direct paragraphing in the responses.

Character Problem-Solving Organizer

Paragraph	Main Ideas	Student Detail
1	Dear …, My name is … and your decision should be … because ….	
2	If you make this choice, three things will happen. First, …. Then, …. Finally, ….	
3	Therefore, the best choice you can make is … so that you … Your friend, …	

5. Student pairs peer edit and make suggestions to improve the drafted paragraphs using the Peer Editing Checklist (see Appendix B) and Writing Process Checklist. Students write or word process polished final copies of the scene ending for teacher evaluation.

Writing Process Checklist

	Great	**O.K.**	**Needs Work**
Use of problem-solving model in chart			
Completion of Response Journal			
Completion of Peer Editing Checklist			
Evidence of improvement after peer edit			
Completed, polished, final copy			

6. The teacher may choose to have the problem-solving model applied to real-life situations by having students role play a variety of scenarios. The teacher needs to be sensitive to the nature of the class and individual circumstances of the students in providing the scenarios. Students might prepare both preferred and other endings to a variety of circumstances. Some might include:
   - Buffy is at a party and her ride home has been drinking. Her curfew is in ten minutes.
   - Brittany is angry because another teen has been spreading rumors about her.
   - Marvin witnessed a student in his class steal another student's wallet.
   - Dawson's best friends are taking drugs or smoking when he hangs around them. He really likes his friends and wants to feel like he belongs.
   - Shania's friends are all going to a movie tonight. She promised to babysit her little sister.
   - Leonardo's friend drives by in a new car and offers Leonardo a ride. Leonardo knows that his friend doesn't have a driver's license.
   - Bailey asks to borrow the car from his parents; he promised to drive his friends to the game. His mother says she needs the car.

   If students are comfortable with presenting, they may wish to show their prepared role plays to another group, or to the class.
7. The teacher selects a variety of excerpts from TV shows, movies, cartoons, and/or rock videos that depict characters in the middle of a conflict situation. The teacher needs to be sensitive to the nature of the class, community, and individual needs of the students in selecting the video excerpts. While watching the excerpts, students complete the Video Conflict Organizer Chart.

Video Conflict Organizer Chart/Checklist

Element	**Sample #1**	**Sample #2**	**Sample #3**	**Similarities and Differences**	**Yes**	**No**
Main Character						
Opposition						
Kind of Conflict						
Resolution Strategies						
Degree of Success						
Level of Violence						
Target Audience						
Purpose/Message						

After completing the chart, students and teacher participate in a discussion about conflict as depicted in the media. Such issues as nature of the conflict, varying strategies used by main characters to resolve the conflict, and varying degrees of violence evident should be noted. As well, the teacher may ask students to examine types of violence portrayed in the media, (e.g., language, emotional, physical, etc.), and the end result of violence in the script. Students should discuss the extent to which the video scenes represent reality in the world as they know it. The students should draw conclusions about the nature of problem solving in the media, the degree of violence present in many programs for many audiences, and the effect of this on our view of society. The students should summarize the discussion in their Response Journals, and include a personal reaction to the scenes viewed and the discussion ideas.

Assessment/Evaluation

The teacher and students gather evidence of the specific expectations outlined for this activity by:

- a formative assessment by peers and a summative evaluation by the teacher using a rubric on Response Journal entries generated through the reading of texts (LR1.07) or the completion of group activities (see Appendix 1); (LA2.01, LA2.02, LA2.03, LA2.05, LA2.07)
- a formative assessment by the students (peer and self) of their own listening and speaking skills using the Task Skills and Communication Skills for Working in Groups checklists (See Appendix B); (LA2.01, LA2.02, LA2.03, LA2.04, LA2.05)
- a formative evaluation by peers of the completion of the writing process using a checklist; (LR1.01, LR1.07, WR1.01, WR1.03, WR2.01, WR4.01, WR4.02)
- a summative evaluation by the teacher using a rubric to assess the completion of the letter to the character (see Appendix 1); (LR1.01, WR1.01, WR2.01, WR2.02, WR3.02, WR3.03, WR4.01, WR5.01)
- a summative evaluation by the teacher using a checklist of the Video Conflict Organizer, (LR1.01, LR1.02, LR1.05, WR1.02, ME1.01, ME1.03, ME1.04)

Resources

Booth, David W. and Charles J. Lundy. *Improvisation: Learning Through Drama.* Canada: Harcourt Brace Jovanovich, 1985. ISBN 0-7747-1211-2

Brodkin, S.Z. and E.J. Pearson, eds. *Seven Plays of Mystery and Suspense*. Toronto: Globe Fearon. ISBN 08359-0175-0

Doyle, John and Ray Lischner. *Shakespeare for Dummies: A Reference for the Rest of Us*. Foster City, CA.: IDG Books Worldwide Inc., 1999. ISBN 0-7645-5135-3

Frender, Gloria. *Learning to Learn: Strengthening Study Skills and Brain Power*. Tennessee: Incentive Publications Inc., 1990. ISBN 0-86530-141-7

Hadfield, Jill. *Intermediate Communication Games. A collection of games and activities for low to mid-intermediate students of English*. Surrey: Nelson, 1990.
ISBN 0-17-555872-8

Minow, Nell. *The Movie Mom's Guide to Family Movies.* New York: Avon Books, 1999.
ISBN 0-380-78839-X
A guide, designed for parents, of 500 movies on video for children from ages 2-18. Contains summaries of plot, discussion items, questions, and connections to other sources. Rating scale for violence, tolerance/diversity, profanity, nudity/sexual references, alcohol/drug abuse.

Novelly, Maria C. *Theatre Games for Young Performers*. Colorado: Meriwether Publishing Ltd., 1985. ISBN 0-916260-31-3

Activity 2: Dramatic Characters!

Time: 375 minutes

Description

Students use a variety of texts to study how character is revealed through dramatic action. In particular, students study the structures of monologue, dialogue, and other dramatic conventions as a means to reveal and develop characters for a variety of audiences and purposes.

Strands and Expectations

Strand(s): Literature Studies and Reading, Writing, Language, Media

Overall Expectations: LRV.01, LRV.02, LRV.03, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05, LAV.01, LAV.02, MEV.01.

LRV.01 - select, read, and demonstrate an understanding of a variety of literary and informational texts which are both personally meaningful and relevant to their courses of study;
LRV.02 - demonstrate an understanding of the elements of key literary and informational forms, with an emphasis on the features of textbooks, newspaper articles, short narratives, plays and business letters;
LRV.03 - identify and explain the effect of specific elements of style in informational texts;
WRV.01 - use specific strategies to gather information and to generate ideas for written work;
WRV.02 - select and use different literary and informational forms … for different audiences and different purposes;
WRV.03 - use an organizational pattern to structure their ideas for writing texts;
WRV.04 - use strategies for revising written work;
WRV.05 - use strategies for editing and proofreading written work, with an emphasis on the conventions of Standard Canadian English;
LAV.01 - use vocabulary and language conventions to read, write, and speak clearly and correctly;
LAV.02 - use listening techniques and oral communication skills to participate in large and small group discussions for a variety of purposes;
MEV.01 - identify and describe the elements, intended audiences, and production practices of a variety of media forms.

Specific Expectations:

Literature Studies and Reading

LR1.01 - demonstrate their understanding of text by: making inferences, drawing conclusions, and supporting opinions about the text and by making personal connections to issues and ideas in the text;
LR1.02 - read texts for a variety of purposes, with an emphasis on selecting texts to extend personal knowledge, gather information for writing, and discussion;
LR1.04 - use the features of the text to locate the information they need;
LR1.05 - use strategies to remember what they read;
LR1.07 - use Response Journals to record reactions to texts they have read for personal and academic purposes;
LR2.02 - describe the elements of different text forms;
LR3.01 - explain how authors and editors use design elements … to help convey meaning in texts.

Writing

WR1.01 - use a variety of strategies to generate sufficient content and ideas for writing;
WR1.02 - locate and record … information and ideas, from print and electronic sources;
WR1.03 - use strategies to categorize and sort information and ideas a pre-writing activity;
WR1.04 - use Response Journals as a source of information and ideas for writing assignments;
WR2.01 - identify their purpose for selected pieces of writing;
WR2.02 - identify the audience for selected pieces of writing;

WR3.02 - structure expository paragraphs with clear and complete topic, supporting and concluding sentences;
WR3.03 - use a simple organizational plan such a chronological order or compare/contrast to structure body paragraphs in a short report, following teacher modeling and shared writing of the form;
WR4.01 - use revision strategies … to produce clear, complete writing;
WR4.02 - use the feedback of others to improve the quality of ideas and organization in the writing;
WR5.01 - use strategies to edit and proofread writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation;
WR5.02G - identify the parts of speech … to enable them to identify errors in their own writing;
WR5.03S - spell high frequency words accurately;
WR5.05S - use a variety of spelling resources to improve spelling (spell-checkers, dictionaries).

Language

LA1.01 - use strategies to expand vocabulary;
LA1.03 - select appropriate words and phrases to suit the audience and the purpose, showing an understanding of the difference between language used in the classroom and the language used with peers;
LA2.04 - respond to questions providing sufficient support for opinions;
LA2.05 - demonstrate appropriate listening behaviours;
LA2.06 - make a short oral presentation …appropriate to the students' level of confidence, to the class or a small group.

Media

ME1.01 - demonstrate developing critical thinking skills by identifying the differences between explicit and implicit messages in media works;
ME1.02 - identify and describe the elements used to structure media works in a variety of forms.

Planning Notes

The teacher will:

- refer to Image of the Learner and other notes in the Course Overview;
- select a movie that contains clearly delineated characters, suitable to the interest level and composition of the class;
- create a list of "feeling" words and a list of "character trait" words that may be applied to the characters in the movie;
- collect a selection of video-taped monologues from movies, TV situation comedies, plays, talk shows, etc.;
- collect a variety of print monologues (see Resources);
- create a list of scenarios for a short oral monologue on topics of interest to the composition of the class;
- select a variety of video examples of mime (e.g., "Mr. Bean", Marcel Marceau, Red Skelton, etc.) or speak with the Dramatic Arts teacher to recruit student actors to demonstrate techniques to students;
- select short written plays, video plays, and audio plays suitable to the interest level and composition of the class;
- prepare a selection of video excerpts from popular TV shows about or aimed at a teenage audience.

Teaching/Learning Strategies

Part I: Characterization

1. The teacher reviews the parts of speech, focussing on adjectives. Students brainstorm a list of adjectives that can be used to describe people, which the teacher writes on the board. The teacher ensures that the adjectives contain "feeling" words (e.g., good-humoured, loving, hateful, angry, etc.) and "character trait" words (e.g., ambitious, careless, courageous, efficient, etc.) The teacher encourages students to develop sufficient words to be applied to all of the characters in the movie excerpt that is shown next. As well, the teacher may choose to contribute words to the list that might be unfamiliar to the students in order to expand their vocabularies. The teacher may also take this opportunity to work with levels of language and incorporate slang expressions that are used to describe characters: ("cool", "hot", "nerd", etc.) and discuss with students the appropriate times and places for use of these kinds of expressions.
2. The teacher chooses an excerpt from a movie or play with three or four clearly delineated characters (e.g., *The Breakfast Club*, *Stand By Me*, *Father of the Bride*). Students watch the movie with the instruction that they need to pay attention to ONE specific character's words, deeds, and personality traits. The teacher provides the students with the following organizer:

What the Character SAYS	What the Character DOES	What the Character is LIKE

3. Students are placed in pairs, each having observed a different character in the movie clip. The students select words from both the feeling and character trait adjective lists and apply them to the two characters they have studied. Students confer with their partner and select those actions and incidents from the movie scene that support their conclusion about the descriptors for the two characters, and complete the following chart that also serves as the evaluation checklist:

Character and Evidence Chart

Characteristic	Evidence of Characteristic from Movie	Drama/Film Technique	Check	
Character 1: Jack from *Titanic*			Yes	No
1. confident – hopeful	Shouts "I'm king of the world!" on the bow of the ship.	Camera angle silhouettes Jack up at sky; "bigger-than-life" effect		
2. etc.				

4. The teacher may wish to show the clip again to allow students to check their work and expand on their answers. As well, the teacher might take this opportunity to ask students to focus on film and dramatic techniques used to emphasize character development. The teacher and students might mention camera angles, close-ups, music, sound effects, lighting, costume, and other elements. If further structure is needed, the teacher may choose to freeze the video and point out film and dramatic elements that enhance characterization. Students note these techniques in the Character and Evidence Chart.
5. Students trade charts with another pair and peer evaluate the work using the checklist column of the characteristic chart. Students should discuss and expand on answers with their peer evaluators if further clarification is necessary.
6. Students select ten words from the brainstormed lists, or from teacher-supplied words, that are unfamiliar to them. They record these words in their Vocabulary Logs along with a definition from the dictionary and/or peer conferencing, and use of the word in a sentence (ideally applied to a character from texts studied in the class). Students test each other on the spelling of words from their vocabulary lists and record the mark in their Vocabulary Logs.

7. The teacher reviews adverbs with the students. The teacher supplies the students with statements about the characters from the movie at various points in the plot, for which students supply appropriate adverbs. For example, "Jack looked at Rose *lovingly*." Students select and record five new adverbs, or five particularly effective or descriptive adverbs, in their Vocabulary Logs.
8. Students write a paragraph providing a description of one of the characters from the movie, using the information from the chart and Vocabulary Log. The teacher may provide an organizational plan and model its use for the students in preparing their paragraphs. More able students should be encouraged to write multiple paragraphs on their character.

Character Sketch Organizer

Structural Piece	Student Idea
Topic Sentence	
Characteristic 1	
Supporting Evidence	
Characteristic 2	
Supporting Evidence	
Characteristic 3	
Supporting Evidence	
Conclusion	

9. After completing a rough draft of the paragraph, students exchange papers with a peer to obtain feedback to improve the writing. Students peer edit using the following checklist.

Character Sketch Checklist

Criteria	Yes	No
Details included from Character Chart		
Details included from Vocabulary Log		
Inferences made about the character		
Uses effective adjectives and adverbs		
Paragraph Structure: Topic, Body of Detail, Conclusion		
Organizational Plan for Each Idea: Point and Supporting Detail		
Complete sentences with appropriate punctuation		
Spelling corrections have been made		

10. Students revise and polish their paragraphs using word processing, if available, for their final copies. The teacher may assess the paragraphs using the same Character Sketch Checklist, or use the criteria to develop a rubric.

Part II Dramatic Monologues

1. The teacher shows a video with clips of two to three monologues that have been taken from movies, TV situation comedies, plays, talk shows, etc. Alternately, the teacher may wish to find several print monologues and prepare taped or live readings of these. If appropriate, students in the class or senior Dramatic Arts students may present these monologues.
2. The teacher asks the class to brainstorm the common characteristics of the monologues. The teacher leads the class toward a definition of a monologue: a solo scene in which the character speaks his/her thoughts aloud to himself, to unseen characters on the stage, or to the audience. The scene presents an initial situation, complications, and a solution. The teacher records the definition of the monologue on the board and students record it in their Journals.

3. The teacher provides a monologue suitable to the interest, reading level, and cultural background of the students in the class. The students discuss various aspects of the monologue they are reading: "To whom is the character speaking?"; "What is the situation?"; "What are three complications to the situation?"; "What is the solution?"; "What did you think about as you read/heard it?" Students should record their answers in their Response Journals.
4. The teacher provides the students with a monologue in print form suitable to the interest, reading level and cultural background of the class. The monologue should have some character revelation and/or some inferences about character. The teacher then reads the monologue to the class. The teacher leads students to a study of the development of the character in the monologue using the Monologue Characterization Chart.

Monologue Characterization Chart

Characterization	Details Selected	Done	Not Done
Content Details			
Who is the speaker?			
To whom is the character speaking?			
What is the situation?			
What are three complications?			
What are possible solutions?			
Which one will the character choose?			
Inference Details			
How does this make the character feel?			
What does the character look like?			
What does the character wear?			
What is the character's educational background?			
What is the character's occupation?			
Where does the character live?			
What is the character's personality?			

5. Students work on questions in pairs, individually, or in groups, but each student must have his/her own copy of the information. The teacher takes up the assignment as a group so students can write down more ideas from their classmates.
6. As an extension activity, the teacher may ask the students to use this character background information in a role play. With a partner, the students develop a role play scenario in which one student plays the character and the other student plays a prospective employer interviewing the character for a job. The students may practise playing both roles and present one version to another pair. The role play may be assessed by the students using the Interview Role Play Checklist included in Unit 4.
7. As a follow up, in their Response Journals, students may write a short monologue, again as the character they played in Teaching/Learning Strategy 6. In the monologue, the student reveals the character's thoughts and feelings about the job interview, the job, and life in general. These monologues may be presented orally to the teacher, a small group, or the entire class, as appropriate for the skill and confidence levels of the students. As an alternative to live performance, students might prepare a recorded version of the monologue. An additional modification could allow students to prepare their monologues as a personal letter or e-mail to a friend.

8. The teacher models a 30-second monologue using a given scenario. The teacher puts himself/herself in a given scenario and expresses how he/she feels and why. For example, the teacher could be on a family camping trip where everything goes wrong. Feelings such as the following can be expressed: I'm frustrated because I can't go outside because of the rain; I'm angry because the raccoons got into our tent; I'm uncomfortable because I went off the path in the woods and caught poison ivy. I'm going crazy because of all of the mosquitoes; I'm hungry because the bears stole our food.
9. The teacher asks the students to write a monologue using a given scenario. Scenarios could include:
   - a student who hasn't studied for an important test;
   - a teenager preparing to ask someone out or waiting for a blind date;
   - a patient waiting in the dentist's office;
   - a teenager rushing home late for curfew;
   - a teenage waiting to be introduced to a famous person;
   - a rock star waiting to go on stage at a concert;
   - an athlete waiting to go on the field/court for the final game.

   The students may write the monologue as themselves, a character from a favourite TV show, cartoon show, motion picture, or literature studied from class.
10. The teacher sets the criteria for the monologue:
    - 200 words in length and about 60 seconds to perform;
    - written in the first person ("I");
    - address a specific audience: self, imaginary character, audience;
    - follow an organizational pattern (e.g., initial situation, complications, solution; chronological order, etc.);
    - reveal setting, character traits and emotions;
    - reveal one message or main idea;
    - include appropriate stage directions;
    - use language appropriate to character and audience.

    The teacher may wish to share the Monologue Rubric (see Appendix 2) with the students in order that they are aware of the evaluation criteria while writing.
11. The students complete the Monologue Characterization Chart (Teaching/Learning Strategy 4) to help develop their characterization.
12. Using their Response Journals, students complete a free writing activity as if written by that character, or alternately, write a letter to someone as if written by the character. The teacher may wish to provide the students with open-ended statements as an aid to the generation of ideas. These statements can include:
    - Before this monologue started, I was feeling …
    - Right now, what I want to say is …
    - I want the listener to …
    - An important insight I discover about myself is …
    - My past has been …
    - My dilemma is … and my choices are …
13. Students use the criteria outlined in Teaching/Learning Strategy 10 as a checklist to ensure that the monologue has all the required criteria. Students self-edit using the Structure and Characterization in a Monologue Checklist (See Appendix 2).
14. With a partner, students revise and edit the free writing into a polished character monologue. Students may be given the opportunity to perform their monologues, either to the class as a whole, to small groups of students, or to record it onto a tape recorder for playback later. If any kind of performance is inappropriate, the monologue might be performed by another student or the teacher using the stage directions to ensure an appropriate performance. The teacher evaluates using the Monologue Rubric.

15. If the class shows interest in practical experiences of drama, the teacher may use this opportunity to introduce the topic of "Mime" to the students as an enrichment activity. The teacher may elect to show students examples of mime. Video clips of Marcel Marceau, "Mr. Bean", Red Skelton, Jerry Lewis, or Dick Van Dyke may be used to illustrate mime. As an alternative, or in addition, the teacher may invite a Drama teacher, senior Dramatic Arts students, or community theatre members to illustrate mime for the students. After watching several mimes, students brainstorm what they believe are the basic qualities of good mime, while the teacher writes their comments on the board or on chart paper. Eventually, the teacher leads the students to understand that good mime contains the following:
    - *consistency* – mimed objects must have a consistent size, shape, and location;
    - *exaggerated movement* – movement is bigger than life: objects are heavier, motion is slower and more defined, etc.;
    - *exaggerated expression and gesture* – facial expressions and gestures to express emotion or a reaction are bigger than in life;
    - *simplified story* - initial situation, problems arising from the situation, solution or ending of the problem.

    Students record the definition and criteria in their Response Journals. The teacher may wish to involve the students in a variety of mime exercises that are appropriate to the ability, nature, interests, and behaviour of the class. Some exercises have been included in Appendix 1.
16. Students are placed in pairs or small groups as appropriate to the nature and abilities of the class. Students prepare simple mime presentations based on characters that they have been discussing in the unit, and given scenarios that they develop or that the teacher provides. Students use the Mime Preparation Chart to ensure their mime stories have an appropriate structure.

Mime Preparation Chart

Characters	
Initial Situation	
Problems Arising	
Solution	
Setting	

Scenarios may include: customer wishing to return a purchase to a store; server and customers in a fast food restaurant at the noon rush hour; tourist trying to find directions on a busy city corner; family getting ready for school and work after sleeping in; students leaving class on the last day of school, etc.

Each group presents its mime to the teacher, another group, or class as appropriate.

Part III: Elements of Script and Longer Forms

1. The teacher selects a short play that is personally meaningful and relevant to the students in the class. The play is read aloud in the class by students who volunteer for the task. The play may also be viewed in video form. Alternately, the teacher might ask senior Dramatic Arts students to provide a polished reading of the play for the class.
2. At appropriate times, the teacher stops the reading and directs the students to complete an organizer, identifying key structural elements of the scripted play.

Elements of a Script: Organizer and Checklist

Structural Element	Example	Page	Yes	No
Title				
Cast List				
Character Descriptions				
Scene				
Dialogue				
Stage Directions				
Special Effects				
Plot Element				
Initial Situation				
Complication 1				
Complication 2				
Complication 3				
Resolution				
Character Development				
Atmosphere/Mood				
Main Idea/Message				

3. The organizer is assessed by peers, using a checklist that all appropriate details have been included. As an alternate to the organizer, the teacher may ask the students to highlight and label key structural elements in the dramatic form as revealed in the script.
4. Students complete a Response Journal item, relating their own experience of life to a character or idea in the play. Students may wish to select one of the following sentence completions: "I experienced a situation like the (character) when …"; "I experienced a conflict like (character) when …"; "I felt like (character) when …"; "I met a person similar to (character) when …"; etc. Students share their responses with a partner, who assesses the response with a rubric.

	Level 1	Level 2	Level 3	Level 4
Connections made between text and personal experience	- minimal connection; stated only with no supporting detail	- some connection made; one or two details in support	- good connection; three or four good supporting details given	- thorough and detailed connection; vivid, original, clear, supporting details given

5. As an extension activity the teacher may play a radio play of suitable content and relevance to the students. While listening, students complete a graphic organizer/checklist outlining elements of the play that contribute to the mood and atmosphere.

Creation of Mood and Atmosphere in Radio Plays Checklist

Element	Example	Complete
Character Introduction		
Character Development		
Action		
Voice: Tone, Pitch, Volume		
Language		
Setting		
Music		
Sound Effects		

6. Students examine popular TV shows whose principal audience would be teenagers (e.g., “Party of Five”, “Dawson’s Creek”, “Friends”, “That 70’s Show”, “Boy Meets World”, etc.) The teacher shows short excerpts from a variety of shows to the students. (The teacher needs to be sensitive to the nature of the class and the community in selecting the shows and excerpts.) As students view the excerpts, they fill in a chart that allows them to study the structural and plot elements in shows that are targeted specifically to their age group.

Element	Show 1	Show 2	Show 3	Similarities and Differences
Main Character				
Second Lead				
Setting				
Main Issue				
Complications				
Resolution				
Atmosphere				
Main Message				

After students have viewed the shows, the teacher should lead them to draw conclusions about the image that is projected about teenagers and teenage life, the extent to which this image is realistic or desirable, and the reasons why these programs have met with such popular success. Students should summarize their own personal feelings about the shows and the class discussion in their Response Journals.

Assessment/Evaluation

The teacher and students gather evidence of the specific expectations outlined for this activity by:

- a formative evaluation by peers using a Character and Evidence Chart checklist applying characteristic adjectives and supporting evidence to video clip characters; (LR1.01, LR1.02, WR1.01, WR1.02, ME1.01, ME1.02)
- a formative evaluation by peers of spelling of words generated in Vocabulary Logs; (LA1.01, WR5.03S, WR5.05S)
- a formative assessment by peers of the writing process in the character sketch using the Character Sketch Checklist; (LR1.01, LR1.05, WR1.03, WR3.02, WR3.03, WR4.01, WR4.02, WR5.02G, LA1.01)

- a summative evaluation by the teacher using a Character Sketch rubric (adapted from the checklist in Part I) to assess completed paragraphs; (LR1.01, WR1.03, WR3.02, WR3.03, WR4.01, WR4.02, WR5.01, WR5.02G, LA1.01)
- a formative assessment by peers using a Monologue Characterization Chart checklist on expanding a character; (LR1.05, WR1.01)
- a formative assessment by peers using the Interview Role Play Checklist (See Unit 4 Informational Voices Appendix 1); (LA1.03, LA2.04, LA2.05, LA2.06)
- a formative assessment by peers using a Structure and Characterization in Monologue Checklist (see Appendix 1) to evaluate inclusion of elements in a monologue; (WR2.01, WR2.02, WR3.03, LA1.03)
- a summative assessment by peers using Monologue Writing Process Checklist (see Appendix 1); (LR1.05, LR1.07, WR1.01, WR1.02, WR1.03, WR1.04, WR4.01, WR4.02)
- a summative evaluation by the teacher using a Monologue Rubric, (see Appendix 1), on the students' written monologue scripts; (WR2.01, WR2.02, WR3.02, WR3.03, WR4.01, WR4.02, WR5.01, LA1.03)
- a formative assessment using Elements of a Script Checklist identifying key structural elements of a play; (LR1.01, LR1.04, LR1.05, LR2.02, LR3.01)
- a summative evaluation by peers, using a rubric, of the Response Journal connecting events in a play to the students' own lives. (LR1.01, LR1.07)

Resources

Scripts

Ballah, Judy, ed. *Drama in Perspective.* Toronto: Harcourt Brace, Canada, 1993.
ISBN 0-7747-1416-6
Anthology collection of short plays and script excerpts

Dickens, Charles. *The Play of a Christmas Carol.* Toronto: Irwin Publishing.
ISBN 0-435-23305X
Full length play version of Dicken's story of Scrooge and the ghosts of Christmas past, present, and future

Folk Tale Drama Kit. Newmarket: The Drama Source.
Collection of favourite folk tales adapted for presentation as short plays, puppet plays or mime

Foon, Dennis. *Mirror Game*. Newmarket: The Drama Source. ISBN 0-921368-24-0
Causes and effects of abusive relationships explored through experiences of four very different teenagers

Foon, Dennis. *Seesaw.* Newmarket: The Drama Source. ISBN 0-921368-35-6
A story concerning Grade 7 students experiencing TV, peer and parent conflicts, violence, and pressures

Foon, Dennis. *Skin*. Newmarket: The Drama Source. ISBN 0-88754-468-1
Canadian author writes of teenagers' from various cultural backgrounds experiences with racism at school.

Harris. *Best Plays.* Lincolnwood, Ill.: Jamestown Publishers, 1998. ISBN 0890616523
Examines structure and content of scripts using a selection from radio, TV, and screen.

Kehret, Peg. *Sports Skit Kit*. Newmarket: The Drama Source.
Seven sports-oriented skits

Mauro, Robert, ed. *On Stage*. Newmarket: The Drama Source. ISBN 0-916260-67-4
Collection of 24 short one-act plays, monologues, and dialogues

Osterhout, Gregg. *School Zone.* Newmarket: The Drama Source.
Collection of comedy monologues about problems at various levels in the educational process (e.g., testing, school photos, locker art, etc.)

Siamon, Jeff, ed. *In Character*. Toronto: ITP Nelson, 1991. ISBN 0-17-603866-3
Collection of different dramatic forms: monologues, skits, teleplays, full length plays, etc.

Sturkie, Joan and Marsh Cassady. *Acting It Out – Junior*. Newmarket: The Drama Source.
ISBN 0-89390-240-3
Collection of very short plays, discussion questions and extensions on serious subjects (e.g., abuse, eating disorders, gangs, etc.)

Townsend, Sue. *The Play of the Secret Diary of Adrian Mole Aged 13¾*. Toronto: Irwin Publishing.
ISBN 0-435-232932
Full length play telling of a nearly 14-year-old hero who experiences the teenage troubles of first love, parental divorce, and bad skin

Tudor, Tamara. *Snapshots*. Newmarket: The Drama Source.
Collection of seven short sketches about and for teenagers

Ullom, Shirley. *Get in the Act*. Newmarket: The Drama Source. ISBN 156608007X
Collection of sixty monologues, dialogues and skits, (some serious, some humourous), written for teens dealing with drinking and driving, teenage parties, smoking, alcoholic parents, etc.

Walmsley, Tom. *Getting Wrecked*. Newmarket: The Drama Source.
Musical/drama dealing with teenage drug and alcohol abuse, exploring reasons for starting and consequences of continuing

Activity 3: Being Dramatic!

Time: 150 minutes

Description

In this activity, students have an opportunity to work in pairs or small groups to apply their knowledge of dramatic conflict, characterization, and dramatic structures in the preparation and production of a brief dramatic product. Students create, rehearse, present, and reflect on the experience of participating in live drama prepared for an audience of their own selection.

Strand(s) and Expectations

Strand(s): Literature Studies and Reading, Writing, Language, Media
Overall Expectations: LRV.01, LRV.02, WRV.01, LAV.01, LAV.02, MEV.02.
LRV.01 - select, read, and demonstrate an understanding of a variety of literary and informational texts which are both personally meaningful and relevant to their courses of study;
LRV.02 - demonstrate an understanding of the elements of key literary and informational forms, with an emphasis on the features of textbooks, newspaper articles, short narrative, plays, and business letters;
WRV.01 - use specific strategies to gather information and to generate ideas for written work;
LAV.01 - use vocabulary and language conventions to read, write, and speak clearly and correctly;
LAV.02 - use listening and oral communication skills to participate in large and small group discussions for a variety of purposes;
MEV.02 - create media works for different purposes and different audiences.

Specific Expectations:
Literature Studies and Reading
LR1.01 - demonstrate their understanding of text by making inferences, drawing conclusions, and supporting opinions about the text and by making personal connections to issues and ideas in the text;
LR1.03 - demonstrate and apply the strategies that good readers use to understand what they are reading;
LR1.04 - use the features of the text to locate the information they need;

LR1.05 - use strategies to remember what they read;
LR1.07 - use Response Journals to record reactions to texts they have read for personal and academic purposes;
LR2.01 - use their knowledge of the features of texts … to locate, understand and use information for a variety of purposes.

Writing

WR1.02 - locate and record … information and ideas, from print and electronic sources;
WR1.03 - use strategies to categorize and sort information and ideas as a pre-writing activity;
WR1.04 - use Response Journals as a source of information and ideas for writing assignments;

Language

LA1.03 - select appropriate words and phrases to suit the audience and the purpose, showing an understanding of the difference between language used in the classroom and the language used with peers;
LA2.01 - demonstrate the skills necessary for working successfully with others in groups;
LA2.02 - use key listening techniques and oral communication skills to accomplish tasks in groups;
LA2.03 - follow classroom rules for respectful speaking in turn;
LA2.04 - respond to questions providing sufficient support for opinions;
LA2.05 - demonstrate appropriate listening behaviours;
LA2.06 - make a short oral presentation … appropriate to the students' level of confidence, to the class or a small group;
LA2.07 - set goals to improve classroom behaviour.

Media

ME2.01 - adapt a work for presentation in another media form;
ME2.02 - create media works for different purposes and different audiences.

Planning Notes

The teacher will:

- refer to Image of the Learner and other notes in the Course Overview;
- arrange for an alternate location for the class that allows for additional space if necessary (gymnasium, theatre arts room, etc.);
- speak with the Dramatic Arts teacher to recruit senior student actors to demonstrate techniques for the students and act as mentors as the students prepare their scripts;
- select a variety of textual material of suitable content and various reading levels that may be used as scripts for student presentations (see Teaching/Learning Strategy 2);
- speak with local members of community theatre groups who might wish to demonstrate techniques to the class or speak about theatre and dramatic activities that exist in the community;
- arrange for a field trip to a live theatre performance appropriate for the nature of the class and accessible geographically and financially.

Teaching/Learning Strategies

1. The teacher introduces the final presentation activity to the students. Students apply their knowledge of dramatic conflict, characterization, and dramatic structures to preparation and production of a dramatic product. The product should be two to three minutes in length. Students are encouraged to create a short presentation for an appropriate outside audience of the students' selection. This audience could consist of parents, another class, favourite teachers, or children. If students are not comfortable or prepared to present to an audience, an alternative activity could be performance for the teacher and/or small groups of classmates. As well, the students might videotape or record their performance and allow the taped performance to be viewed by others.

2. Students work in pairs or small groups to prepare a final performance, selecting a short text from teacher samples in order to create a dramatic "script". The scripts may include dramatic texts, radio plays, children's theatre selections, monologues, dialogues, newspaper articles, children's stories, myths, legends, poetry, songs, or any of the text material from the course. Samples should represent a suitable reading level, content, and length appropriate to the composition of the class.
3. Students should refer to their Response Journal items from Activities 1 and 2 to assist them in selecting a text and presentation method.
4. Students select a method of presentation according to their interests, abilities, and comfort level with presentation. These methods could include: choral reading, dramatic reading, story telling, tableaux, mime, radio play, live dramatization, role play, *PowerPoint* slides accompanying tableaux, etc. Students utilize class time to prepare their presentations, with teacher acting as director and facilitator, guiding students towards a polished final performance.
5. If at all possible, the teacher should arrange for senior students from the Dramatic Arts department to act as mentors and assist the students in developing their presentations by providing organizational leadership, guidance, expertise, advice and encouragement.
6. Whether students are preparing a scripted piece or preparing an original dramatic presentation, they should complete the Script Preparation Chart to ensure that their presentation has the appropriate components.

Script Preparation Chart

Character 1	
Character 2	
Setting	
Initial Situation	
Complication 1	
Complication 2	
Complication 3	
Resolution	
Target Audience	
Character 1 Detail: appearance, feelings, background, clothing, etc.	
Character 2 Detail: appearance, feelings, background, clothing, etc.	
Reason for Selection	

7. Students complete two brief Response Journal items to complete the following:
    - The most important quality of the character I will play is … . I intend to portray this by …
    - The most important dramatic event in the scene is … . Our group intends to depict this by …
8. Students who are preparing a scripted piece need to follow stage directions as written in their scripts, and experiment with different ways of reading lines to express the character's emotion. Students note in their scripts suggested places for pauses, emphasis, and change in volume and speed. Students rehearse lines until they feel comfortable with them. A tape recorder or videotape may help them assess their performance and make improvements.
9. If appropriate for the abilities of the students, students could memorize their lines for the presentation. Alternately, students could prepare a polished reading of the script for their presentation and use the scripts in the presentation. An additional modification could allow students to present the scene, putting the dialogue into their own words.

10. Students who are creating their own scripts need to think about language, movement, establishing a setting, and other script details.
11. Students record in their Response Journals an assessment of where they are at in the process of creating their presentation, and what they need to do next to help further their progress. Students requiring more structure might use the following sentence completions to facilitate their responses: "In this rehearsal, I accomplished …"; "In this rehearsal, my group accomplished …"; "Before the next rehearsal, my group/I need(s) to …".
12. Students should decide on any costumes, props, or stage items that they would like to use for their presentations. The students might also benefit from the opportunity to present in the theatre arts room or stage area of the school if appropriate and available.
13. Students present their working piece to the teacher, another group, or the class, as appropriate. Because of time constraints, make clear to the students that these are "working" pieces, meaning that the presentations/scripts are "works in progress", not final polished products. Students receive feedback from their selected audience using the Performance Feedback Checklist:

Performance Feedback Checklist

	Yes	No
I could hear the entire performance.		
I could understand the entire performance.		
The pace of the performance was good, neither too fast or too slow.		
The personalities of the characters were clearly evident.		
The movement in the performance was appropriate and interesting.		
The presentation had a clear beginning.		
The presentation had a logical order.		
The presentation had a clear, logical and effective ending.		
The dialogue was appropriate for the characters and selected audience.		
The actors were prepared and rehearsed for the performance.		
The one thing I liked best in the performance was:		
The one thing that could really improve the performance is:		

14. After the performance, students reflect on their experience in their Response Journals, completing the following sentence completions: "I was best at …"; "I am most proud of …"; "If I had to do this again, I …"; "The thing I remember most is …"; "The person I enjoyed working with most was … because …"; "The best work habit I observed was … because …".
15. If possible, the teacher should arrange for the students to attend a live theatre event, of suitable interest level and material for the nature of the students in the class, accessible geographically and affordable for the students. Students might participate in a fundraising venture in the classroom in order to generate the funds to subsidize a trip to the theatre. Alternately, the students might visit a senior Dramatic Arts class or school theatre event to experience live theatre. School field trip procedures should be followed. As well, students who have not previously had an opportunity to experience live theatrical performance should be reminded of the behaviour and "theatre etiquette" that is appropriate in a live theatre situation.
16. If possible, community theatre members or professionals in the theatre might be asked to visit the classroom to discuss the theatre, the many roles behind a successful production and the kinds of opportunities that exist, both as a profession and as a vocation.

Assessment/Evaluation

The teacher and students gather evidence of the specific expectations outlined for this activity by:

- a formative assessment by the teacher of the Response Journal sentence completions, using a checklist; (LR1.01, LR1.03, LR1.04, LR1.07, WR1.02, WR1.03, LA2.07)
- a formative assessment by self using the Student Checklist: Group Roles and Skills (see Appendix B); (LA2.01, LA2.02, LA2.03, LA2.04, LA2.05)
- a formative assessment by teacher, peers, or other audience on the presentation using the Performance Feedback Checklist; (LA1.03, LA2.06, ME2.01, ME2.02)
- a summative assessment by the teacher using the Group Work Rubric (see Appendix 1); (LA2.01, LA2.02, LA2.03, LA2.04, LA2.05)
- a summative evaluation by the teacher using a checklist of the student completion of the Script Preparation Chart. (LR1.01, LR1.03, LR1.04, LR1.05, LR1.07, LR2.01, WR1.02, WR1.03, WR1.04)

Resources

Peterson, Lenka and Dan O'Connor. *Kids Take the Stage: Helping Young People Discover the Creative Outlet of the Theatre*. New York: Back Stage Books, 1997.
ISBN 0-8230-7742-X

Appendix 1

Sample Drama Warm-Up Activities
Sample Mime Activities

Appendix 2

Activity 1

Group Work Rubric
Script Ending Paragraph Rubric

Activity 2

Structure and Characterization in a Monologue Checklist
Monologue Writing Process Checklist
Monologue Rubric

Activity 3

Presentation Rubric

Appendix 1

Sample Drama Warm-Up Activities

i. Line-Ups. Students arrange themselves in a straight line with the shortest at the front to the tallest at the back; according to birthday, with Januarys being the front of the line; according to age with the youngest at the front of the line; according to shoe size, with the smallest size the front of the line; alphabetically by first name.

ii. Human Tangle. One or two students are selected as problem solvers. The remaining students join hands in a line. The person at the head of the line weaves in and around the rest of the students in the line (holding hands to create a "human tangle") without anyone breaking contact. The problem-solvers must unravel the tangle while remainder of the students maintain hand contact

iii. Maze. Students create a "maze" in the classroom using desks, chairs, etc. Students work with a partner. Student A is blindfolded or closes his/her eyes, while student B guides him/her through the maze. The guiding can be accomplished by physically leading through the maze, or by giving specific verbal directions.

iv. Crazy Action Relay. Students form three or four teams in a line. First student in the line runs to a location, selects a card with an action on it, performs the action, runs to the back of the line, and tags the next person who completes the same action. First team finished wins. Actions can include: sing a song with the word "love" in it; bark like a dog three times; sing the school song; shout your favourite subject and say why you like it; etc.

v. Categories. Students clap in a rhythm in unison. The first student begins with two claps and says "categories", two claps and says "names of", two claps and identifies a category (e.g., cars, singers, etc.) The next student has two claps and must identify an item that fits the category, two claps, and the next person identifies an item that fits the category, and so on until a student can't think of an item that fits. That student then begins the next chain by selecting the next category.

vi. Spinning a Yarn. Students sit in groups of five or six. First student says one word. Next student adds a word to begin to tell a story. Third student continues with an additional word and so on. Variations can include each student contributing two words or each student contributing a sentence.

vii. Party Improvisation. Students are in groups of four. One student plays the host at a party. Three students play guests at the party, and are privately given characters to play by the teacher. Characters can include famous people, cartoon characters, characters from the literature studied in class, animals, etc. The guests enter one at a time and are greeted by the host at the door. The host and the guests interact with each other until the identities of the guests become clear to all involved.

viii. Freeze. Students are in groups of four or five. Two students are given a situation and a short time to confer, then they role play the situation. The teacher calls out "Freeze" and the actors must freeze exactly and immediately in position. The next group member enters the scene, replaces one of the actors in the identical position, and begins an entirely new scene. The action continues until all students have had a chance to participate in the changing drama.

ix. Given Situation Improvisation. All students are in pairs and are given situations to role play, on the spot, by the teacher. Situations may include specific characters and/or specific locations; students develop the scene with little or no preparation. The guidelines for students are: focus on the partner, not the other students; respond in character to any element that your partner gives to you; try to bring the situation to some resolution at an appropriate time. Situations might include: a student misbehaves in class and is sent to see the vice principal; a teenager tries to sneak out of the house while grounded; two characters are in an elevator and it gets stuck between floors; an employee goes to see the manager to ask for a raise; a home owner goes to the door and is confronted by a pushy door-to-door salesperson, etc.

Sample Mime Activities

i. Circle Mirror: students sit or stand in a circle, with one person leading and the remainder following the mime. One or two students who have been sent out of the room come back in and attempt to guess who is the leader as the group continues to mime.

ii. Mirror Images: in partners students sit or stand face to face. Students make movements, either to music or based on real situations, (brushing teeth, combing hair, etc.), with one student leading and the other following exactly as a mirror reflection. Students should alternate roles frequently.

iii. Simple Actions: students select one card from a collection of index cards that list commonplace activities (e.g., walking the dog, changing a tire, planting a tree, etc.) and mime the action for the class, small group, or a partner, as appropriate for the nature of the group. Peers attempt to guess what the action is.

iv. Emotions: students select a card from a collection of index cards listing emotions and mime the emotion to a partner, small group, or the class. Peers attempt to guess the emotion recreated.

Appendix 2

Group Work Rubric

	Level 1	Level 2	Level 3	Level 4
Listens to, clarifies, and follows instructions	- limited listening skills	- some listening skills	- considerable listening skills	- extensive listening skills
Participates in setting tasks	- limited participation	- moderate participation	- considerable participation	- extensive participation
Assumes a positive group role	- limited positive contribution	- moderate positive contribution	- considerable positive contribution	- consistently positive contribution
Contributes ideas	- limited ideas suggested; no reasons given	- some ideas suggested with some reasons	- considerable ideas suggested with sufficient support	- many ideas contributed; ample reasons and support
Listens to and responds to ideas of others	- limited listening to others' ideas	- moderate listening to others' ideas	- listens and responds with considerable appropriateness	- consistently appropriate listening, responding to others' ideas
Stays on task	- limited focus on task	- moderate focus on task	- considerable focus on task	- consistently focused on task
Body Language	- limited appropriate body language	- moderately appropriate body language	- considerably appropriate body language	- consistently appropriate body language

Script Ending Paragraph Rubric

	Level 1	Level 2	Level 3	Level 4
Identification of audience and purpose	- limited indication of audience and purpose	- some indication of audience and purpose	- audience and purpose identified	- clear, concise and emphatic identification of audience and purpose
Reflection of text details	- limited reflection of character and plot from text	- some reflection of character and plot from text	- considerable reflection of character and plot from text	- complete and thorough reflection of character and plot details
Overall Structure and Paragraphing	- limited structure to overall letter and individual paragraphs	- some structure to letter and to individual paragraphs	- considerable structure to letter and individual paragraphs	- overall letter and individual paragraphs clear, logical, and emphatic
Sentences	- limited sentence variety or accuracy	- some sentence variety and accuracy	- considerable variety and accuracy in sentences	- sentences clear, accurate, varied, and emphatic in style
Editing	- limited evidence of proofreading	- some evidence of proofreading	- considerable evidence of proofreading	- letter is accurate and polished

Structure and Characterization in a Monologue Checklist

	Done	Not done	Creative
Single character in the scene speaking: to self, audience, unseen person			
First person voice used			
Emotions of character are revealed			
Character traits are revealed			
Scene is organized: beginning, middle, ending			
Scene establishes initial conflict situation			
Scene develops three complications in conflict			
Scene develops a logical resolution to the conflict			

Checklist for Monologue Writing Process

Process Step	Yes	Somewhat	No
Character Organizer			
Free Writing/Letter Activity			
Character Chart			
Character Trait Checklist			
Open-Ended Statements Completed			
Self/Peer Edit			

Monologue Rubric

	Level 1	Level 2	Level 3	Level 4
Identification of Purpose and Audience	- purpose and audience not clearly communicated	- some communication of purpose and audience	- clear sense of purpose and audience communicated	- purpose and audience thoroughly and creatively communicated
Communication of Character Through Monologue	- monologue communicates character with limited clarity	- monologue communicates character with some clarity	- monologue communicates character with considerable clarity	- thorough, detailed, and creative communication of character
Setting	- little or no details of setting	- some details of setting established	- considerable details of setting established	- thorough and creative establishment of setting
Organization	- limited organizational pattern	- some evidence of organizational pattern	- clear sense of organizational pattern	- detailed, effective, and concise organization
Language	- limited appropriateness for character/purpose	- some appropriateness for character/purpose	- considerably appropriate for character/purpose	- language contributes much to creation of character/purpose
Evidence of Editing and Proofreading	- little evidence of editing and proofreading	- some evidence of editing and proofreading	- considerable evidence of editing and proofreading	- writing is completely error free and polished

Presentation Rubric

	Level 1	Level 2	Level 3	Level 4
Behaviour in rehearsals	- works to improve performance with limited effectiveness	- works to improve performance with some effectiveness	- works to improve performance with considerable effectiveness	- works to improve performance with a high degree of effectiveness
Collaborative Behaviour in Groups	- limited reliable, supportive and cooperative behaviour	- some reliable, supportive, and cooperative behaviour	- considerable reliable, supportive and co-operative behaviour	- consistently and effectively reliable, supportive and co-operative
Task Behaviour in Groups	- difficulty listening and staying focused on task	- some effort to listen and stay focussed on the task	- considerable effort to listen and stay focussed on the task	- consistently focused, listening and actively helping to complete the task
Interpretation of Text to Dramatic Form	- connects the content to the form with limited effectiveness	- connects the content to the form with some effectiveness	- connects the content to the form with considerable effectiveness	- high degree of effectiveness and creativity in connection of content to form
Performance	- limited effectiveness in vocal and physical action	- some effectiveness in vocal and physical action	- considerable effectiveness in vocal and physical action	- high degree of effectiveness and creativity in vocal and physical action
Response to Feedback	- adjusts to feedback from others with limited effectiveness	- adjusts to feedback from others with moderate effectiveness	- adjusts to feedback from others with considerable effectiveness	- adjusts to feedback from others with high degree of effectiveness

Unit 6: Speaking Out: Expressing Our Voices

Time: 20 hours

Description

Students incorporate knowledge and skills from all units in this course in the completion of a culminating class activity. With teacher assistance, students develop an investigative study of an issue or theme of class, local, or regional significance. Students may practise the skills of narrative, poetic, dramatic, expository, and media creation in order to research an issue, select a specific audience, and develop written, oral, and media projects expressing ideas and opinions about the issue to create a real and meaningful difference in their community. Some themes or projects could include: Smoke Free Schools, Environmental Awareness, Drug Free Lifestyles, Cultural Studies, Literacy Promotion. The theme should directly correspond to student interests, abilities, and potential to provide real and significant leadership opportunities.

Strand(s) and Expectations

Strand(s): Literature Studies and Reading, Writing, Language, Media

Overall Expectations: LRV.01, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05, LAV.01, LAV.02, MEV.02.

LRV.01 - select, read, and demonstrate an understanding of a variety of literary and informational texts which are both personally meaningful and relevant to their courses of study;
WRV.01 - use specific strategies to gather information and to generate ideas for their written work;
WRV.02 - select and use different literary and informational forms … for different audiences and different purposes;
WRV.03 - use an organizational pattern to structure their ideas for writing texts;
WRV.04 - use strategies for revising written work;
WRV.05 - use strategies for editing and proofreading written work, with an emphasis on the conventions of Standard Canadian English;
LAV.01 - use vocabulary and language conventions to read, write and speak clearly and correctly;
LAV.02 - use listening techniques and oral communication skills to participate in large and small group discussions for a variety of purposes;
MEV.02 - use knowledge of a variety of media forms, purposes, and audiences to create media works.

Specific Expectations:

Literature Studies and Reading

LR1.01 - demonstrate their understanding of text by: making inferences, drawing conclusions, and supporting opinions about the text and by making personal connections to issues and ideas in the text;
LR1.02 - read texts for a variety of purposes, with an emphasis on selecting texts to extend personal knowledge, gather information for writing, and discussion;
LR1.04 - use the features of the text to locate the information they need;
LR1.05 - use strategies to remember what they read;
LR1.07 - use Response Journals to record reactions to texts they have read for personal and academic purposes.

Writing

WR1.01 - use a variety of strategies to generate sufficient content and ideas for writing;
WR1.02 - locate and record … information and ideas, from print and electronic sources;
WR1.03 - use strategies to categorize and sort information and ideas as a pre-writing activity;
WR1.04 - use Response Journals as a source of information and ideas for writing assignments;
WR2.01 - identify their purpose for selected pieces of writing;

WR2.02 - identify the audience for selected pieces of writing;
WR3.02 - structure expository paragraphs with clear and complete topic, supporting and concluding sentences;
WR3.03 - use a simple organizational plan such as chronological order, or compare/contrast, to structure body paragraphs in a short report, following teacher modeling and shared writing of the form;
WR4.01 - use revision strategies … to produce clear, complete writing;
WR4.02 - use the feedback of others to improve the quality of ideas and organization in the writing;
WR5.01 - use strategies to edit and proofread writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation.

Language

LA1.03 - select appropriate words and phrases to suit the audience and purpose, showing an understanding of the difference between language used in the classroom and the language used with peers;
LA2.01 - demonstrate the skills necessary for working successfully with others in groups;
LA2.02 - use key listening techniques and oral communication skills to accomplish tasks in groups;
LA2.03 - follow classroom rules for respectful speaking in turn;
LA2.04 - respond to questions providing sufficient support for opinions;
LA2.05 - demonstrate appropriate listening behaviours;
LA2.06 - make a short oral presentation … appropriate to the students' level of confidence to the class or a small group.

Media

ME2.01 - adapt a work for presentation in another media form;
ME2.02 - create media works for different purposes and different audiences.

Activity Titles (Time and Sequence)

Activity 1	The Process	600 minutes
Activity 2	The Product	225 minutes
Activity 3	The Presentation	375 minutes

Activity 1: The Process

Time: 600 minutes

Description

Throughout this activity, students participate in the creation, planning, and development of a class project with independent, small group, and large group components. The class reviews various themes and issues taught throughout the course as an impetus to the development of a project of mutual interest to all students. The focus for this culminating activity should be the development of materials that serve a "real" purpose, for a "real" audience. The importance of "process" should be emphasized as a means to ensuring the success of a polished product and presentation.

Strand(s) and Expectations

Strand(s): Literature Studies and Reading, Writing, Language

Overall Expectations: LRV.01, WRV.01, WRV.03, WRV.04, WRV.05, LAV.02.

LRV.01 - select, read, and demonstrate an understanding of a variety of literary and informational texts which are both personally meaningful and relevant to their courses of study;
WRV.01 - use specific strategies to generate ideas for written work;
WRV.03 - use an organizational pattern to structure their ideas for writing texts;
WRV.04 - use strategies for revising written work;

WRV.05 - use strategies for editing and proofreading written work, with an emphasis on the conventions of Standard Canadian English;
LAV.02 - use listening techniques and oral communication skills to participate in large and small group discussions for a variety of purposes.

Specific Expectations:

Literature Studies and Reading

LR1.01 - demonstrate their understanding of text by: making inferences, drawing conclusions, and supporting opinions about the text and by making personal connections to issues and ideas in the text;
LR1.02 - read texts for a variety of purposes, with an emphasis on selecting texts to extend personal knowledge, gather information for writing, and discussion;
LR1.04 - use the features of the text to locate the information they need;
LR1.05 - use strategies to remember what they read;
LR1.07 - use Response Journals to record reactions to texts they have read for personal and academic purposes.

Writing

WR1.01 - use a variety of strategies to generate sufficient content and ideas for writing;
WR1.02 - locate and record … information and ideas, from print and electronic sources;
WR1.03 - use strategies to categorize and sort information and ideas as a pre-writing activity;
WR1.04 - use Response Journals as a source of information and ideas for writing assignments;
WR3.03 - use a simple organizational plan such as chronological order, or compare/contrast, to structure body paragraphs in a short report, following teacher modeling and shared writing of the form;
WR4.01 - use revision strategies … to produce clear, complete writing;
WR4.02 - use the feedback of others to improve the quality of ideas and organization in writing;
WR5.01 - use strategies to edit and proofread writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation.

Language

LA2.01 - demonstrate the skills necessary for working successfully with others in groups;
LA2.02 - use key listening techniques and oral communication skills to accomplish tasks in groups;
LA2.03 - follow classroom rules for respectful speaking in turn;
LA2.04 - respond to questions providing sufficient support for opinions.

Planning Notes

The teacher will:

- review Image of the Learner and other notes contained in the Course Overview;
- review the course binder and note key words and topics to review with the students when preparing them to begin the culminating project;
- generate a list of possible culminating project topics for students (see Appendix 1). The teacher should be sensitive to the various cultural and geographic characteristics of the students, abilities and interests of the class, and local and regional interests and events.
- connect with other teachers (Technical, Physical Education, Computer, Arts, etc.) as the project may have direct applications to other subject areas;
- check with the Student Council or Leadership group in the school to ensure co-ordinated and co-operative efforts with any projects that these groups might have planned;
- review the WH-6 question format (see Unit 1) to develop an overview of the areas that the project involve;
- seek community helpers and peer support for assistance during the project (as was suggested for Unit 2: Independent Novel Study);

- access the library/resource centre for research support, classroom use, and individual student work. The teacher should encourage students to utilize the resource centre as a valuable instructional and learning resource for their independent work.
- provide Personal Project Portfolios for each student to organize, store, and maintain materials.

Teaching/Learning Strategies

Part I: Introducing the Project

1. Students are welcomed into the class where five sheets of chart paper have been posted. Each sheet of chart paper lists a unit title from this program, with three important skills that the class focused on when completing the unit. These points allow students to review key learning from the program as a preparation for the culminating activities (e.g., Unit 1: Finding Our Voices. Skills: use of Response Journal, assessing strengths and needs, goal setting, self-esteem, teamwork skills etc.). After reviewing the skills, the teacher informs the class that the final unit expands and extends the skills from previous units in a final project of the students' choosing. The teacher also informs the class that the culminating activities comprise 20% of the student's final course evaluation.
2. The teacher leads the class in a brainstorming activity discussing areas of focus for the culminating activity. As much as possible, students should develop the project for a real audience. Possible suggestions may expand upon previously studied topics (Grade 9 Manual; school newspaper; children's story; children's theatre, etc.) or may include new concepts and topics of interest to the class. Such topics could include, but not be restricted to:
    Community service project
    Children's theatre performance
    Response to current events
    Literacy development project
    Anti Drug/alcohol use project
    Senior citizens project
    Children's story (developed and read)
    Anti-smoking campaign
    Field day/program for younger students
    Wellness/fitness project
    Study of peer pressure
    Environmental awareness project

    See Appendix 1 for additional project ideas.
3. The teacher records class ideas and posts them in the classroom.
4. The students circulate and discuss with class members the various topics generated. Students may wish to consult with their notes from Unit 5 on problem solving to decide how to select a topic and work on it: as a whole class, in small groups, and as individuals.
5. The teacher asks the class to return to their seats and discuss their choices. Students raise their hands if they want to work on one large class project, with students taking on a variety of roles, as individuals or groups. If this is not the choice, students wishing to pursue alternate topics should be grouped as appropriate. Based on teacher knowledge of the individual students, topic groupings, co-operative groups including several topics, or even individual projects may be appropriate. Lists of student groupings may be posted for student reference.

Part II: Defining Roles

1. The teacher leads a discussion about teamwork, co-operative learning, and group dynamics, reminding students to be aware of individuals, group goals, individual roles and responsibilities within a team, and other elements of successful teamwork discussed throughout the course. In particular, students should remember the ideas they learned about individual learning styles. Students' individual strengths and abilities should be acknowledged throughout this project by assigning key roles in the project that reflect personal strengths, (e.g., artistic students taking design roles, articulate students taking presentation roles, etc.).
2. With teacher leadership, students brainstorm the task roles that are necessary in the selected activity. Once a wide variety of tasks have been identified, students, with teacher guidance and leadership, identify the tasks as appropriate for the whole class, a small group, or individuals and begin to assign these tasks.

3. Students should be reminded that they will receive many opportunities to re-evaluate the assigned roles and tasks as the project progresses.
4. The teacher discusses the concept of writing up a proposal with the intent of securing a contract. The teacher explains the concept is common to the world of work. The teacher explains the concept of "proposal" as an idea communicated on paper and "contract" as a written agreement outlining the specific details and timelines that have been agreed to. The teacher links this real-life application to the world of work as it applies to construction, home improvement, business, lawn maintenance, advertising, etc.
5. The teacher provides a sample proposal outline, on blackboard or overhead, and models completion of it for the class using students' brainstormed ideas.

Sample Outline: Class Proposal Unit 6 Project

What?	Non-Smoking Campaign
For Whom?	Grade 4 and 5 students at the nearest elementary school
When?	Friday morning, 8:30 – 10:30 a.m., in three weeks time
Why?	Teach a healthy living message to younger students. Teach a "Don't start and you won't get hooked" message. Act as a positive role models for younger students.
Where?	In the elementary school resource centre or gymnasium
How?	Create posters, questionnaires, pamphlets, and brochures about smoking. Develop some stories, skits, games, scavenger hunt about smoking facts. Find and communicate scientific facts about smoking. Communicate statistics about smoking using *PowerPoint*. Create real-life testimonial monologues about smoking, quitting smoking, why I started/didn't start/quit, etc. (This section begins to delineate for the students their own personal contribution area to the larger project; from here individual proposals are developed.)
Presentation Roles?	Presenters, actors, explainers, story-tellers, etc. Set up of area: post signs and pictures, create displays, etc. Set up equipment: AV, stage sets, props, games, etc. Trouble-shooting during performance: prompting, finding equipment, fixing equipment, etc. Take down of area: taking down equipment and presentation materials and general clean-up of the area.

6. If the class has agreed that all will contribute to a class project, time should be spent on the Class Proposal so that all students are able to understand, contribute to, and commit to the class project. If there are to be group projects, individual groups should complete proposals before continuing on to Teaching/Learning Strategy 7.
7. Students should also receive their Project Portfolios in which they will be able to organize, store, and maintain the various organizers, timelines, research notes, work logs, and other materials necessary to complete the process.

8. The teacher distributes the Process Timeline sheet to students that outlines the various steps in the project. Teacher and students in collaboration select dates for individual, small group, and whole class meetings. The timeline forms the structure for the project and also comprises key elements of process assessment and evaluation.

Process Timeline

Date	Task To Be Done	Completed
	1. Group brainstorms and creates a project proposal.	
	2. Conference 1 with teacher: group meets with teacher for feedback on project proposal.	
	3. Group revises proposal and submits it for approval.	
	4. Teacher and Group Members sign contract.	
	5. Students research their topics in library and other locations. Students take notes, follow Research outline format, and note work in Individual Logs and Reading Responses.	
	6. Conference 2 with teacher and peer advocate: review of research notes.	
	7. Conference 3 with teacher and peer advocate: review initial draft of final *product*.	
	8. Conference 4: group meets with teacher to review project as a whole and to discuss *presentation* details.	

9. The teacher hands out a blank individual Student Project Proposal (see Appendix 1) The teacher assists and guides students while completing their individual proposals. The individual proposals constitute the developing student contract to contribute to the class project, group project, or individual project, as appropriate to the class interests and individual abilities and nature of the students. The teacher should emphasize the importance of word choice and usage, student role, meanings and nuances to the topic, etc.
10. The group's proposal is submitted to the teacher. The teacher provides feedback for the students to revise the outline of the project. This revised copy is submitted to the teacher.
11. Once the proposal has been revised, edited, and final copy submitted, it is signed by both students and teacher. The proposal then becomes the group project contract.
12. Students are informed about their responsibilities as a "Peer Advocate" in the project. As a Peer Advocate, students are paired with another student. Their role includes: peer editing of written work, questioning and providing feedback in idea development, attending teacher-student conferences with the partner, etc.
13. The teacher has a conference with each group to clarify what steps of the project are being worked on, and what tasks and roles have been decided on in the group. The teacher meets with the group initially, then meets individually with students and their advocates as the project progresses.
14. The teacher clearly outlines the purpose and function of the conferences. Students are informed that they have four individual conferences with the teacher during the process stage of the project to clarify and maintain the project's goals. This occurs by defining the plan, reviewing the process steps, communicating during the stages of the project, and maintaining timelines. The conferences become a part of the process evaluation for the students.

15. Throughout the project, students complete a Personal Process Timeline. Students should complete their timelines following the model for the class process timeline. Some students require assistance in completing the timelines, and the teacher may choose to select dates with groups of students in order to ensure that timelines are consistent and reasonable.

Personal Process Timeline

Date	Task	Done	Notes
	Project Proposal Written		
	Conference 1		
	Project Proposal Revised		
	Project Proposal Signed as Contract		
	Work Log Completed		
	Reading Response Log Completed		
	Research Notes Completed		
	Conference 2		
	First Draft of Product Completed		
	Conference 3		
	First Draft of Presentation Completed		
	Conference 4		
	Presentation Completed		
	Class Celebration		

16. Students also need to maintain, on a daily basis, individual Work Logs.

Daily Work Log

Date	Job/Task Completed	Comment (Next Steps? Problems? Ideas?)

17. The independent study component varies in topic and final product; however, consistency in evaluation criteria among students needs to be maintained. In addition to common format to proposal, timeline, conferences, and work logs, students also maintain reflections in Response Journals, and use the Journals to initiate writing and ideas as they begin to complete the research phase of the project. Students might profit from a chart form to maintain their notes in their Response Journals.

Reading/Response Log: Research Phase

Date	Source	Pages	Summary	Response

18. The teacher also instructs students to use their Response Journals to reflect on the progress of the project, reflecting on such questions as: "The project/group goes well when…"; "It is frustrating when …"; "I felt good about …"; "I have questions about …"; "I need help with …"; "I can help others with …"; etc.
19. The teacher suggests that students, if they are comfortable, share their Response Journals with their Peer Advocate and allow the advocate the opportunity to respond to the ideas. This would allow students to enhance feedback opportunities and personal growth to meet project goals.

Part III: Research Phase

1. The teacher provides students with a research outline for the culminating project. This outline keeps students on track with locating a specific number of sources, ideas, and factual material.

Culminating Unit Project: Research Outline
Group Members:
Topic
Information Source
Fact/Idea 1 Details: i. ii. iii.
Fact/Idea 2 Details: i. ii. iii.
Fact/Idea 3 Details: i. ii. iii.

2. Students should be reminded to utilize various sources in researching their topics: literature (fiction, drama, poetry, etc.), informational, and electronic text. The teacher should ensure that students have access to a variety of resource materials, utilizing the school library/resource centre, other relevant subject areas in the school, community library, and community resources, etc. When accessing other resource material and areas, the teacher should review behaviour and safety procedures that students need to follow.
3. The teacher allows class time for students to research and begin to develop their project products. At this time, students use the teacher for guidance and supervision, their Peer Advocates for collaboration and feedback, and senior students or community volunteers for assistance as necessary.
4. The students also utilize the library/resource centre, computer lab, and other "experts' in the school during this time, as indicated in the Planning Notes.
5. The teacher reminds students to follow their process timelines in order to ensure that goals are met on time. As well, the teacher conferences with individual students and their peer advocates during this research phase to ensure that students are progressing appropriately.

Assessment/Evaluation

The teacher and students gather evidence of the specific expectations outlined for this activity through:

- a summative evaluation by the teacher using the Task Skills for Working in a Group and Communication Skills for Working in a Group checklists (see Appendix B) to indicate students' progress at the end of the course; (LA2.01, LA2.02)
- a summative evaluation by the teacher using the Group, Research and Writing Process rubrics (see Appendix 2) on student completion of the steps involved in the completion of the Process Activity; (LR1.01, LR1.02, LR1.04, LR1.05, WR1.01, WR1.02, WR3.03, WR4.01, WR4.02, WR5.01, LA2.01, LA2.02, LA2.03, LA2.04)

- a formative evaluation by the students using a Self-Evaluation Checklist (see Appendix 2) on their personal completion of the process steps, advocacy role, and revision strategies; (LR1.01, LR1.07, WR1.02, WR1.03, WR4.02, WR5.01)
- a formative evaluation by the teacher using a Research Summary Checklist (see Appendix 1) based on the students' research details. (LR1.01, LR1.02, LR1.05, WR1.02, WR1.04)

Resources

Barry, James; Sharon Siamon and Glen Huser, eds. *Touch the Earth*. Ontario: Nelson Canada, 1993. ISBN: 0-17-603945-7

Canadian Wildlife Federation. *Project Wild: Activity Guide*. Ottawa: Western Regional Environmental Education Council, 1992. ISBN 1-55029-056-8

Frank, Milo O. *How to Get Your Point Across in 30 Seconds – Or Less*. New York: Simon and Schuster, 1986.

Mehlich, Sue. *Technical Communication: Writing Instructions*. Iowa: Perfection Learning Corporation, 1997. ISBN 0-7891-1980-3

Program Training and Consultation Centre. *The Action Guide for Smoke-Free High Schools*. Toronto: Ontario Tobacco Strategy, 1994.
1-800-363-7822 or 1-416-322-6660

Urs Bender, Peter. *Secrets of Power Presentations: Focusing on Dynamic and Impressive Business Presentations*. Toronto: The Achievement Group, 1993. ISBN 0-9695066-0-0

The Youth Action Handbook: A Guide to Running a Project. Generation 2000, 1993. (416-777-2590)

Activity 2: The Product

Time: 225 minutes

Description

Students are provided with the resources, materials, and time to create and complete the finished product that constitutes their written component of the class project. The specific product is developed to meet a real need for a real audience, and should reflect individual student interest and ability.

Strand(s) and Expectations

Strand(s): Literature Studies and Reading, Writing, Language, Media
Overall Expectations: LRV.01, WRV.01, WRV.02, WRV.04, WRV.05, LAV.01, MEV.02.
LRV.01 - select, read, and demonstrate an understanding of a variety of literary and informational texts which are both personally meaningful and relevant to their courses of study;
WRV.01 - use specific strategies to gather information and to generate ideas for written work;
WRV.02 - select and use different literary and informational forms … for different audiences and different purposes;
WRV.04 - use strategies for revising written work;
WRV.05 - use strategies for editing and proofreading written work, with an emphasis on the conventions of Standard Canadian English;
LAV.01 - use vocabulary and language conventions to read, write, and speak clearly and correctly;
MEV.02 - use knowledge of a variety of media forms, purposes, and audiences to create media works.

Specific Expectations:
Literature Studies and Reading

LR1.01 - demonstrate their understanding of text by: making inferences, drawing conclusions, and supporting opinions about the text and by making personal connections to issues and ideas in the text;
LR1.02 - read texts for a variety of purposes with an emphasis on selecting texts to extend personal knowledge, gather information for writing and discussion;
LR1.05 - use strategies to remember what they read;
LR1.07 - use Response Journals to record reactions to texts they have read for personal and academic purposes.

Writing

WR1.02 - locate and record … information and ideas, from print and electronic sources;
WR1.04 - use a variety of strategies to generate sufficient content and ideas for writing;
WR2.01 - identify their purpose for selected pieces of writing;
WR2.02 - identify the audience for selected pieces of writing;
WR3.02 - structure expository paragraphs with clear and complete topic, supporting and concluding sentences;
WR3.03 - use a simple organizational plan such as chronological order, or compare/contrast to structure body paragraphs in a short report, following teacher modelling and shared writing of the form;
WR4.01 - use revision strategies … to produce clear, complete writing;
WR4.02 - use the feedback of others to improve the quality of ideas and organization in the writing;
WR5.01 - use strategies to edit and proofread writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation.

Language

LA1.03 - select appropriate words and phrases to suit the audience and the purpose, showing an understanding of the difference between language used in the classroom and the language used with peers.

Media

ME2.01 - adapt a work for presentation in another media form.

Planning Notes

The teacher will:

- review Image of the Learner and other notes in the Course Overview;
- speak with teachers from other departments in the school to arrange for input and assistance in working with the students on their projects;
- copy the appropriate checklists and rubrics for assessment and evaluation purposes;
- gather supplies such as chart paper, markers, overhead transparencies, coloured paper, rulers, etc. in preparation for student work on projects;
- plan for conferences (blocking of class time) to meet with individuals and groups.

Teaching/Learning Strategies

1. The teacher re-establishes contact with various departments and teachers in the school for assistance in helping students to prepare their final projects, as appropriate for the type of project and equipment and expertise necessary to complete them.
2. The students communicate to the teacher what they need in order to create their projects (e.g., art supplies, video camera, computer, photocopier, physical education equipment, dramatic properties, costumes, etc.).
3. Together with the teacher, the students gather the necessary materials and equipment.
4. The teacher reviews with the students, the Product Details Checklist, (see Appendix 2), in order to establish the criteria to be evaluated in the product.

5. The students create and develop the first version of their products. For example, students may create the rough draft on a pamphlet, booklet, poster; rehearse skits or plays; make rough cuts of a video; practise a presentation; run-through activities and games, etc.
6. The students conference with their advocates for feedback, encouragement, and inspiration.
7. After incorporating their advocates' suggestions, the students conference with the teacher about their product. The advocates are present at the conference.
8. The students put the final touches on their products and submit them for evaluation.
9. The teacher evaluates the products using the Product Rubric, (see Appendix 2).

Assessment and Evaluation

The teacher and students gather evidence of the specific expectations outlined for this unit by:

- a formative assessment by the teacher using a Product Details Checklist, (see Appendix 2); (LR1.01, LR1.02, LR1.05, WR1.02, WR2.01, WR2.02, WR4.01, WR4.02, LA1.03)
- a summative assessment by the teacher using a Product Rubric, (see Appendix 2), on the quality of the writing and writing process evident in the product. (LR1.07, WR1.04, WR2.01, WR2.02, WR3.02, WR3.03, WR5.01, LA1.03, ME2.01)

Activity 3: The Presentation

Time: 375 minutes

Description

Students have the opportunity to demonstrate, teach, and present all of the materials developed as a class for the culminating activity. The presentation illustrates what they have researched, learned, and applied to a real-life situation, incorporating knowledge and skills from all course units in an opportunity to express their own voices.

Strand(s) and Expectations

Strand(s): Literature Studies and Reading, Language, Media

Overall Expectations: LRV.01, LAV.01, LAV.02, MEV.02.

LRV.01 - select, read, and demonstrate an understanding of a variety of literary and informational texts which are both personally meaningful and relevant to their courses of study;

LAV.01 - use vocabulary and language conventions to read, write, and speak clearly and correctly;

LAV.02 - use listening techniques and oral communication skills to participate in large and small group discussions for a variety of purposes;

MEV.02 - use knowledge of a variety of media forms, purposes, and audiences to create media works.

Specific Expectations:

Literature Studies and Reading

LR1.01 - demonstrate their understanding of text by: making inferences, drawing conclusions, and supporting opinions about the text and by making personal connections to issues and ideas in the text;

LR1.02 - read texts for a variety of purposes, with an emphasis on selecting texts to extend personal knowledge, gather information for writing, and discussion.

Language

LA1.03 - select appropriate words and phrases to suit the audience and the purpose, showing an understanding of the difference between language used in the classroom and the language used with peers;

LA2.01 - demonstrate the skills necessary for working successfully with others in groups;

LA2.02 - use key listening techniques and oral communication skills to accomplish tasks in groups;

LA2.03 - follow classroom rules for respectful speaking in turn;

LA2.04 - respond to questions providing sufficient support for opinions;
LA2.05 - demonstrate appropriate listening behaviours;
LA2.06 - make a short presentation … appropriate to the students' level of confidence, to the class or a small group.

Media

ME2.01 - adapt a work for presentation in another media form;
ME2.02 - create media works for different purposes and different audiences.

Planning Notes

The teacher will:

- refer to Image of the Learner and other notes in the Course Overview;
- prepare a schedule that allows all students time to participate in presentations of their products and demonstrate their skills, abilities, and creativity;
- ensure that the environment is secure, comfortable, and accepting of all ideas and presentations;
- arrange that the most appropriate audience possible for the presentations is available (e.g., kindergarten class for children's stories, Grade 1 class for learn to read/literacy project, Grade 5 class for smoke free lifestyle project, etc.);
- prepare any photocopying and audio-visual equipment needed for the presentations;
- prepare copies of the Media Product Rubric and the Oral Presentation Behaviour Rubric for each student (see Appendix 2);
- be aware of the risk-taking element involved when students are asked to present independently in front of an audience; process and preparation are the key elements to ensuring a successful presentation;
- arrange for a video-tape to be taken of the performance and/or photographic record of all of the activities in preparing, presenting, and celebrating;
- design, or ask for assistance from the Technical Studies or Computer departments, a "Certificate of Achievement" and prepare one for each student in the class.

Teaching/Learning Strategies

1. The teacher discusses the schedule for presentations with the students.
2. With the students, the teacher generates a list of possible guests to attend the presentation. The list could include: peers, younger students, family members, favourite teachers, parents, newspaper and media representatives, community officials, etc.
3. The teacher reviews the evaluation outline of the Media Product Rubric and the Oral Presentation Behaviour Rubric.
4. The teacher discusses, with each group member, the roles and responsibilities of each individual throughout the presentation. Roles should be carefully distributed, being sensitive to the skills, confidence levels, and goals of the students in the class. As well as the more public roles, presentation roles may be focussed on set-up and backstage trouble-shooting. It should be emphasized to students that in presentation, as in any group effort, all roles are important, not just those that are the most public. The teacher should ensure that at the presentation, backstage roles are publicly acknowledged along with the on-stage presenters.
5. Students should be paired with a partner, or in a group of three. Each partner is supportive and helpful to the other members during the presentation. The teacher may discuss and model examples of helpful behaviour: knowing each other's lines, helping the other get the "job" done if one gets busy, distracted, or loses focus, etc. As much as possible, pairs should have complementary skills (e.g., a good reader partnered with a good speaker, etc.)

6. The teacher leads the class in a brainstorming activity about behaviour in public: “How do you give people the best possible impression of you?” The class may generate such responses as: no gum chewing, use of appropriate language for the audience, taking turns, waiting and watching others present without distracting the audience, appropriate eye contact, appropriate body language, restraint when problems occur, etc. The teacher may also wish to discuss appropriate attire for public presentation with the class, being sensitive to socio-economic, cultural, and personal differences.
7. The teacher allows the student to practise their presentations and provides “disaster scenarios” to prepare them for the unexpected and to learn how to “trouble-shoot” on the spot. Scenario examples might include: equipment failure, lines missed or forgotten, props missing or breaking, disruption in the audience, dropping cue cards, information getting out of order, negative or surprising feedback from the audience, etc. Presenters and backstage personnel should be made aware of their respective roles in these situations.
8. Students should take the opportunity during this rehearsal time to test all A.V. equipment, try-out microphones, try on costumes, rehearse lines, and become comfortable in the presentation area (stage, elementary school gym, etc.). This dress rehearsal is essential for students to be polished, comfortable, and successful in their presentation.
9. The teacher reminds the students to be sensitive to the audience in terms of race, ethnicity, culture, religion, and other background individualities.
10. The students ask a Communications Technology student or teacher to video and /or make a photographic record of their presentations and backstage activities for later viewing and class discussion. A student in the class with the requisite skills could also fulfill this role as a contribution to the presentation.
11. The students have the opportunity to teach, present, and complete their culminating activity.
12. The teacher shows the videotaped presentation recording to the students for debriefing afterwards, discussing: areas that worked well, problems that arose and were solved, feelings about the experience, things that were learned in the process, etc. Photographs are posted around the room and/or made into a *PowerPoint* slide show.
13. The teacher congratulates students on their hard work, contributions towards the school community, accomplishments on their presentations, and the gains that the students have made throughout the course.
14. The teacher distributes a variety of certificates to the students, based on positive criteria established by the teacher and/or the students. Some certificates might recognize achievements in the project or presentation: creativity, information, research, appeal to a young audience, appeal to a mature audience, visual appeal, use of technology, interactiveness, use of humour, etc. Certificates might also recognize contributions to the class or behaviour: perfect attendance, problem-solving, helpfulness, leadership, citizenship, etc. The key factor is that each student receives a certificate, a smile, a handshake, and formal recognition of achievement.

Assessment/Evaluation

The teacher and students gather evidence of the specific expectations outlined for this unit by:

- a summative evaluation by the teacher using the Media Product Rubric, (see Appendix B), on the overall presentation of the product by the student; (LR1.01, ME2.01, ME2.02)
- a summative evaluation by both the student and the teacher using the Oral Presentation Behaviour Checklist, (see Appendix 2), on individual participation during oral presentations; (LA1.03, LA2.01, LA2.02, LA2.03, LA2.05)
- a summative evaluation by the teacher using the Oral Presentation Rubric, (see Appendix 2), on the delivery of the presentation. (LR1.01, LR1.02, LA1.03, LA2.04, LA2.06)

Appendix 1: Additional Materials

Activity 1

Project Ideas
Class Contract/Proposal
Student Project Proposal

Appendix 2: Assessment and Evaluation Materials

Activity 1

Process Rubrics: Group Skills; Research; Writing Process
Self-Evaluation Checklist
Research Summary Checklist

Activity 2

Product Details Checklist
Final Product Rubric

Activity 3

Oral Presentation Behaviour Checklist
Oral Presentation Rubric

Appendix 1: Additional Materials

Project Ideas

Community Service Projects: research a need and organize an appropriate activity for the community such as a food drive, fund raising activity, letter writing campaign, etc.
Children's Theatre Performance: research, create, write, stage, and perform a children's play for a nursery school, kindergarten, or primary class.
Current Events Response: research an event, introduce selves to participants, write personal letters to the participants (e.g., letters of condolence to victims, letters of welcome to refugees, etc.)
Literacy Development Project: study learn-to-read strategies in order to become a tutor to a Grade 1 student having difficulty; read basic stories to the student, help the student read, develop questions about stories, etc.
Anti Drug/Alcohol Use Project: study facts, ideas, and stories about drug and alcohol abuse in order to develop an educational presentation for younger students. Presentation could involve store front displays, dramatizations, pamphlets, etc.
Senior Citizens Project: research the nature and needs of seniors in the community and develop an appropriate "helping" response: visits, collection of seniors' memories captured in print or media, drama presentation, letter writing, etc.
Children's Story: research, write, illustrate, and publish a children's story for a specific age group. Read or present the story to one or two children for their response.
Anti-Smoking Campaign: research facts and statistics about smoking among children and teenagers. Develop a campaign to help younger students not start/quit smoking using facts, stories, personal stories, drama, games, posters, buttons, contests, etc.
Field Day/Play Day/Adventure Day: research the nature and needs of younger students in the community and develop an activity day for the students. The event could involve drama, games, stories, etc.
Wellness/Fitness Project: select an element of wellness or fitness (exercise, lifestyle, nutrition, body image, diet, disease, etc.) and create a presentation to help educate other students about the area.
Peer Pressure and Fads: research teenage fads, ideas, likes and dislikes in the present and/or the past. Develop materials and activities from the research and create an event. Investigate what peer pressure is, how is works, when it can be positive and when it can be negative. Create a product and presentation for peers and/or younger students.
Environmental Awareness: research an environmental issue in the community and develop materials, presentations, and an action-plan in response to what is learned. Students could clean up an area, plant a garden, create a more attractive landscape, etc.
Enrichment Study from the Course: expand and develop an area of interest from a previous unit. Students could create a class newspaper, class yearbook, slide show on the school, class anthology of writing, television show, or advertising campaign for the school. Students could also complete an independent study based on topics covered in the course, or of an area of interest.
Field Trip Experience: research facilities available, develop an agenda, make arrangements, and organize a field trip to a location that will enrich the school experience.

Class Contract/Proposal	
What?	
For Whom?	
When?	
Where?	
Why? (purpose)	
How? (format)	
Roles for Students?	

Student Project Proposal	
What (topic)	
For Whom (audience)	
When (presentation date and time)	
Where (location)	
Why (purpose)	
How (content, format, methods)	
Student Signature	
Teacher Signature	

Appendix 2: Assessment and Evaluation Materials

Process Rubrics
Group Skills in Process

	Level 1	Level 2	Level 3	Level 4
Demonstrates the skills necessary for working in groups	-limited skills demonstrated with limited success	- some skills demonstrated with some success	- many skills demonstrated with considerable success	- large number of skills demonstrated with high degree of success
Uses key listening and oral communication skills to complete group tasks	- limited use of skills with limited success	- some skills used with moderate effectiveness	- many listening and oral skills used with considerable success	- wide variety of listening and oral skills used effectively and consistently to accomplish group tasks
Follows classroom rules for respectful speaking in turn	- limited understanding and effectiveness	- some understanding and effectiveness	- considerable understanding and effectiveness	- high degree of understanding and consistently effective
Responds to questions providing sufficient support for opinions	- limited responses with little support given	- some responses given with some support	- responses given with considerable support and consistent success	- responses given with high level of support and high degree of success

Research Process Rubric

	Level 1	Level 2	Level 3	Level 4
Uses a variety of strategies to generate ideas for writing	- limited strategies used with limited competence	- some strategies use with moderate competence	- many strategies used with considerable competence	- a wide variety of strategies used with high degree of competence
Demonstrates understanding of a variety of texts	- limited understanding of texts	- some understanding of texts	- considerable understanding of texts	- thorough and insightful understanding of text
Reads texts to extend personal knowledge and gather information	- limited extension of knowledge and information	- moderate extension of knowledge and information	- considerable extension of knowledge and information	- consistently high level of knowledge and information evident
Locates information and uses strategies to remember reading	- limited use of strategies to remember information	- moderate use of strategies to remember information	- considerable use of strategies to remember information	- consistently high level of competence shown in use of strategies

Writing Process Rubric

	Level 1	Level 2	Level 3	Level 4
Uses a plan to structure body paragraphs	- limited evidence of use of a plan	- some evidence of use of a plan	- considerable evidence of use of a plan	- body paragraphs clearly planned and logically structured
Uses strategies to edit and proofread writing	- strategies used with limited accuracy and effectiveness	- strategies used with moderate accuracy and effectiveness	- strategies used with considerable accuracy and effectiveness	- strategies used with consistently high level of accuracy and effectiveness
Uses revision strategies to produce clear, complete writing	- revision strategies used with limited success	- revision strategies used with moderate success	- revision strategies used with considerable success	- revision strategies used with high degree of success
Uses the feedback of others to improve writing	- uses feedback with limited effectiveness	- uses feedback with moderate effectiveness	- uses feedback with considerable effectiveness	- uses feedback with consistently high level of success

Self Evaluation Checklist

	Minimal	Adequate	Superb
I made progress in each stage of the process activity.			
I completed and maintained a Personal Process Timeline.			
I completed and maintained a Reading/Response Log.			
I completed and maintained a Daily Work Log.			
I completed Research Outlines for three sources.			
I made personal links to issues/ideas in texts.			
I checked research facts and details while peer editing.			
I revised my own work after receiving peer editing.			
I used feedback from: peers teacher dictionaries spell check program			
I acted as a Peer Advocate by: attending conferences responding to Journal Responses providing peer editing giving presentation feedback			

Research Summary Checklist

	Incomplete	Complete	Insightful/ Original
Source 1 Referenced			
Three Facts from Source 1			
Three details included for each fact			
Source 2 Referenced			
Three Facts from Source 2			
Three details included for each fact			
Source 3 Referenced			
Three Facts from Source 3			
Three details included for each fact			
Literary source referenced			
Informational text referenced			
Electronic information referenced			

Product Details Checklist

	Done	Not done
Text materials used appropriately and accurately		
Text materials used with clarity		
Purpose clearly identified		
Audience clearly identified		
Graphic organizer correctly completed		
Language appropriate for audience		
Language appropriate for purpose		
Literary form has been used		
Informational form has been used		
Electronic information has been used		
Product has been revised/edited by peers		
Product has been revised by author after receiving feedback		

Final Product Rubric

	Level 1	Level 2	Level 3	Level 4
Used Response Journals to record reactions to texts	- reactions used with limited depth and detail	- reactions used with some depth and detail	- reactions used with considerable depth and detail	- reactions used with thorough depth and detail
Used Response Journals as a source of ideas for writing	- limited evidence of Journal used as a source	- moderate evidence of Journal used as a source	- considerable evidence of Journal used as a source	- thorough and creative use of Journal as a source
Identified the purpose and audience for writing	- purpose and audience identified with limited success	- purpose and audience identified with moderate success	- purpose and audience identified with considerable success	- purpose and audience identified with high degree of success
Words and phrases selected are appropriate for audience	- word selection limited in effect	- word selection moderately effective and appropriate	- word selection considerably effective and appropriate	- word selection highly effective and appropriate
Expository paragraphs clear, complete and organized	- expository paragraphs limited in effect	- expository paragraphs moderately effective	- expository paragraphs considerably effective	- expository paragraphs highly effective and insightful
Clear organizational plan in entire piece	- limited sense of organization	- moderate sense of organization	- considerable sense of organization	- thorough and creative organizational pattern
Revised, edited and polished final product	- limited degree of polish in final product	- moderate degree of polish in final product	- considerable degree of polish in final product	- high degree of polish in final product

Oral Presentation Behaviour Checklist

During the presentation, I:	**Always**	**Usually**	**Sometimes**	**Rarely**
Stayed focussed on the task				
Contributed my ideas to help the presentation				
Took responsibility for successful completion of the task				
Listened to the ideas of others				
Waited for my turn to speak				
Asked for clarification when necessary				
Made eye contact with speakers/listeners				
Used appropriate body language for speaking and listening				
Used language appropriate for audience and purpose				

Oral Presentation Rubric

The presenter:	**Level 1**	**Level 2**	**Level 3**	**Level 4**
Language appropriate to audience	- limited sense of audience	- some sense of audience	- clear sense of audience	- strong sense of audience
Language appropriate to purpose	- limited sense of purpose	- some sense of purpose	- clear sense of purpose	- strong sense of purpose
Ideas express student interpretation of ideas	- ideas stated with limited clarity and effectiveness	- ideas stated with moderate clarity and effectiveness	- ideas stated with considerable clarity and effectiveness	- ideas stated clearly, effectively, and with insight
Responds to questions with supporting information	- limited responses in clarity and effect	- moderately clear and effective responses	- considerably clear and effective responses	- questions answered with thorough clarity, effect, and insight
Demonstrates confidence as a presenter	- limited degree of confidence and skill evident	- moderate degree of confidence and skill evident	- considerable degree of confidence and skill evident	- high degree of confidence and skill evident

Appendix A
Coded Expectations: Essential English (for a locally developed course)

Literature Studies and Reading

Overall Expectations

LRV.01
- select, read, and demonstrate an understanding of a variety of literary and informational texts which are both personally meaningful and relevant to their courses of study;

LRV.02
- demonstrate an understanding of the elements of key literary and informational forms, with an emphasis on the features of textbooks, newspaper articles, short narratives, plays, and business letters;

LRV.03
- identify and explain the effect of specific elements of style in informational texts.

Specific Expectations

Understanding the Meaning of Texts

LR1.01
- demonstrate their understanding of text by: making inferences, drawing conclusions and supporting opinions about the text, and by making personal connections to issues and ideas in the text;

LR1.02
- read texts for a variety of purposes, with an emphasis on selecting texts to extend personal knowledge, and gather information for writing and discussion;

LR1.03
- demonstrate and apply strategies that good readers use to understand what they are reading (e.g., access prior knowledge, self-correct; reread; predict; read ahead to confirm meaning; skim; scan);

LR1.04
- use the features of the text to locate the information they need (e.g., table of contents, indices, headings, bold words and phrases, synopsis on the back cover of a novel);

LR1.05
- use strategies to remember what they read (e.g., graphic organizers, charts, diagrams);

LR1.06
- set personal goals for reading, demonstrating both to their teachers and to themselves their reading progress over time;

LR1.07
- use Response Journals to record reactions to texts read for personal and academic purposes.

Understanding Forms of Text

LR2.01
- use their knowledge of the features of texts (e.g., table of contents, indices, headings, bolded words and phrases, synopsis on the back cover of a novel) to locate, understand and use information for a variety of purposes;

LR2.02
- describe the elements of different text forms (e.g., short stories, plays, textbooks, newspapers, poetry, business letter).

Understanding Elements of Style

LR3.01

- explain how authors and editors use design elements (e.g., bolded/highlighted key words and phrases; margin notes; titles, charts, illustrations) to help convey meaning in texts.

Writing

Overall Expectations

WRV.01

- use specific strategies to gather information and to generate ideas for written work;

WRV.02

- select and use different literary and informational forms (e.g., procedures/instructions, explanations, supported opinions, reports, short anecdotal narratives, letters, Career Plan, Annual Education Plan) for different audiences and different purposes;

WRV.03

- use an organizational pattern to structure ideas for writing texts;

WRV.04

- use strategies for revising written work;

WRV.05

- use strategies for editing and proofreading written work, with an emphasis on the conventions of Standard Canadian English.

Specific Expectations

Generating Ideas and Gathering Information

WR1.01

- use a variety of strategies to generate sufficient content and ideas for writing (ie., brainstorming a topic together as a class, creating questions to guide research, free writing, conferring with peers for ideas, prompts and open-ended statements);

WR1.02

- locate and record (e.g., using key graphic organizers) information and ideas, from print and electronic sources (e.g., films, magazines, novels, biographies);

WR1.03

- use strategies to categorize and sort information and ideas as a pre-writing activity (e.g., highlight two characters in a story);

WR1.04

- use Response Journals as a source of information and ideas for writing assignments.

Choosing the Form to Suit the Purpose and Audience

WR2.01

- identify their purpose for selected pieces of writing;

WR2.02

- identify the audience for selected pieces of writing.

Organizing Information and Ideas in Written Work

WR3.01

- use key words in questions or prompts to present appropriate information and ideas in homework answers;

WR3.02

- structure expository paragraphs with clear and complete topic, supporting and concluding sentences;

WR3.03

- use a simple organizational plan such as chronological order, or compare/contrast, to structure body paragraphs in a short report, following teacher modeling and shared writing of the form.

Revising Drafts

WR4.01

- use revision strategies (e.g., checklists and prompts to add details, delete irrelevant details, rearrange ideas; read the piece aloud to a peer to check for understanding; select from a list of connecting words to link ideas) to produce clear, complete writing;

WR4.02

- use the feedback of others to improve the quality of ideas and organization in the writing.

Editing, Proofreading and Publishing

WR5.01

- use strategies to edit and proofread writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below:

Grammar and Usage

WR5.01G

- apply rules of capitalization (e.g., to denote proper nouns; to begin sentences; in abbreviations; to open direct speech; in words within titles; in conventions of business and personal letter);

WR5.02G

- identify the parts of speech (e.g., nouns, verbs, adjectives, adverbs, pronouns) to identify errors in their own writing;

WR5.03G

- use knowledge of the sentence to understand why a sentence is or is not complete (e.g., subject, object, predicate; phrases; adjective and adverb phrases; prepositional phrases; subordinate clauses);

WR5.04G

- use a variety of sentence types;

WR5.05G

- make nouns and pronouns agree in number and gender;

WR5.06G

- make subjects and verbs agree;

WR5.07G

- use consistent verb tense in narrative writing.

Spelling

WR5.01S

- use spelling rules and strategies to improve spelling (e.g., dividing words into syllables; forming plurals; doubling the final consonant before a suffix; using hyphens for some compound words; using "i" before "e" pattern);

WR5.02S

- make correct choices when spelling homophones and similar-sounding words;

WR5.03S

- spell high frequency words accurately;

WR5.04S

- use the apostrophe correctly in contractions and possessives;

WR5.05S

- use a variety of spelling resources to improve spelling (e.g., spell-checkers, dictionaries).

Punctuation

WR5.01P

- use punctuation correctly in their writing (e.g., period; question mark; exclamation mark; comma; quotation marks).

Language

Overall Expectations

LAV.01

- use vocabulary and language conventions to read, write, and speak clearly and correctly;

LAV.02

- use listening techniques and oral communication skills to participate in large and small group discussions for a variety of purposes.

Specific Expectations

Developing Vocabulary and Knowledge of Language Structures and Conventions

LA1.01

- use strategies to expand vocabulary (such as personal word lists, interesting words, class word lists, class dictionaries, class lessons on categorizing words) gained from a variety of real and relevant contexts (environmental print; words shared class reading; personal reading; class discussion; through conferring with peers about their writing; from viewing various media; specialized vocabulary from reading and writing in other subject areas);

LA1.02

- set goals for vocabulary development (e.g., learn and use five new words per week) and show evidence of a growing vocabulary in their oral language and in writing;

LA1.03

- select appropriate words and phrases to suit the audience and the purpose, showing an understanding of the difference between language used in the classroom and the language used with peers.

Developing Listening and Speaking Skills

LA2.01

- demonstrate the skills necessary for working successfully in groups (participate in setting the task; assume a positive role in the group; give ideas to further the work of the group; disagree in an agreeable way, giving reasons; stay on task; assume personal responsibility for completing tasks);

LA2.02

- use key listening techniques and oral communication skills to accomplish tasks in groups (listen to and follow instructions; ask questions to clarify instructions, information, and ideas; listen to the ideas of others, waiting for one's turn to speak; speak respectfully to others, using appropriate language; restate important information in own words);

LA2.03

- follow classroom rules for respectful speaking in turn;

LA2.04

- respond to questions providing sufficient support for opinions;

LA2.05

- demonstrate appropriate listening behaviours (e.g., eye contact, leaning toward the speaker, not talking);

LA2.06

- make a short oral presentation (e.g., participation in readers' theatre presentation of script; rehearsed reading for the class; choral or group reading of a poem; a brief review of a media event - film, TV show, sports event; a brief book review; a brief summary of a research report), appropriate to the students' level of confidence, to the class or small group;

LA2.07

- set goals to improve classroom behaviour and work habits.

Media Studies

Overall Expectations

MEV.01

- identify and describe the elements, intended audiences, and production practices of a variety of media forms;

MEV.02

- use knowledge of a variety of media forms, purposes, and audiences to create media works.

Specific Expectations

Analysing Media and Media Works

ME1.01

- demonstrate developing critical thinking skills by identifying the differences between explicit and implicit messages in media works;

ME1.02

- identify and describe the elements used to structure media works in a variety of forms (e.g., sound effects and music in drama, colour, image and text in magazine advertisements);

ME1.03

- compare the reactions of different people or groups to a variety of media works;

ME1.04

- identify factors that influence media production, distribution, and advertising.

Creating Media Works

ME2.01

- adapt a work for presentation in another media form (e.g., wanted poster of a main character);

ME2.02

- create media works for different purposes and different audiences (e.g., poster promoting a school event, collage expressing a point of view).

Appendix B: Assessment Tools

1. Student Checklist: Group Roles and Skills
2. Student Checklist: Self and Peer Editing
3. Rubric for Media Projects
4. Unit and Course Evaluation Questionnaire for Students

Student Checklist: Group Roles and Skills

This checklist has been developed to relate directly to the overall and specific expectations in Language as listed in the adapted course. (See LA2.01, LA2.02, LA2.04, LA2.05.) It is intended as a sample only.

Adapt the checklist as appropriate to the strengths and skills of the individual students in the class. Such adaptations may include:

- introducing the skills at various times, in various groupings;
- focusing on one particular skill only during an activity (e.g., making positive comments) and teaching specific strategies for working in a group (e.g., checking that everyone understands);
- adding other roles and skills according to class development, skills and needs.

Students may also be offered an opportunity to participate in developing a rubric to assess degree of effectiveness in working in a group.

Task Skills for Working in a Group

While I was in the group I	Often	Sometimes	Rarely
1. Participated in setting the task			
2. Offered ideas about the task			
3. Gave reasons for the ideas			
4. Disagreed with the ideas of others politely			
5. Stated reasons for disagreeing			
6. Stayed on task in the group			
7. Took responsibility for completing the task			

Communication Skills for Working in a Group

While I was in the group I	Often	Sometimes	Rarely
1. Listened to the teacher's instructions about the task			
2. Asked questions for clarification about the task			
3. Listened to the ideas of others			
4. Waited for my turn to speak			
5. Made eye contact with the speakers/listeners			
6. Used appropriate body language for listening			

Student Checklist: Self and Peer Editing

This checklist has been developed to correspond to the specific expectations as outlined in the Writing section of the Adapted course, and is intended as a sample only. (See WR5.01G, WR5.03G, WR5.04G, WR5.05G, WR5.06G, WR5.07G, WR5.01P)

Teachers should teach specific conventions as appropriate, and particularly in direct relation to student writing needs. As well, teachers should add or delete from the list as student skills and needs require.

Ideas and Organization			
The ideas in this piece of writing	**Yes**	**No**	**N/A**
1. have a clear topic sentence			
2. have supporting detail to give further information			
3. have a clear and complete concluding sentence			
4. are written in paragraph form			
5. are linked together with connecting words			
6. have a clear purpose that is obvious to the reader			
7. are expressed in language that is appropriate to the reader			

Language, Grammar and Usage			
Capital Letters have been used:	**Yes**	**No**	**N/A**
1. for proper nouns (e.g., names)			
2. to begin sentences			
3. in all titles			
4. to open direct speech			
5. correctly for a personal letter			
6. correctly for a business letter			

Sentences:	**Yes**	**No**	**N/A**
1. are all complete with a subject and a verb (predicate)			
2. are varied			
3. end with the appropriate punctuation: period, question mark, exclamation mark			
4. use commas in the appropriate places			
5. have verbs that agree with the subject			
6. have verbs that agree with each other in tense			
7. have pronouns that agree with the nouns			
8. contain no words with errors in spelling			

Rubric for Media Products

	Level 1	Level 2	Level 3	Level 4
Organization and Preparation	- limited preparation and poor organization - lacks connection between ideas generated and examples demonstrated	-organization is attempted but is incomplete - needs additional connections between the ideas and more examples	- organization of the illustrations is clear and concise - ideas and examples demonstrated are well linked	- organization is creative and preparation is readily evident - creative use of ideas, examples and resources
Knowledge of the Topic	- lacks clarity and purpose; little attempt made to achieve the purpose	- states the purpose but does not effectively achieve it	- topic is focused and authentically achieves the purpose	- topic is focused, clear and authentically and creatively achieves the purpose
Creativity of the Product	- final media product is not neat and lacks necessary detail - little attempt made to engage the audience	- final product's appearance has limited impact - some attempt made to engage the audience	- final product's appearance is attractive and creative - engages the audience to be receptive	- final product's appearance is uniquely creative - engages the audience to be responsive
Stimulates Discussion and Interest	- minimal attraction for the audience, illustrations are unclear - limited detail and originality	- some attraction for the audience - some details provide original concepts	- attraction provides opportunity for discussion and initiates audience interest - variety in detail provides originality	- attraction provides the audience with extreme interest and involvement - illustrations and details are very original

Unit and Course Evaluation Questionnaire for Students

This evaluation is for Unit: ______________________________ (number and title).

Teacher: ____

1. During this unit, the most important things I learned were: ________________

1. The least important thing I learned in this unit was: ______________________

2. I really enjoyed learning about: ____________________________________

3. I did not like learning about: ______________________________________

4. The best thing we read in this unit was: ______________________________

5. I wish we had not read: ____

6. I think this unit needs more of: _____________________________________

7. Maybe next time we could try: _____________________________________

8. The best activity in this unit was: ___________________________________

9. The skill that I improved on the most in this unit was: ____________________

10. The skill that I still would like to improve on is: _________________________

11. The thing that my teacher does best in this course is _______________________

12. I would like my teacher to do more of: ________________________________

13. Circle your choice: (1 – dislike; 2 – not bad; 3 – good; 4 – great; 5 – it rocks!)

Unit Rating: 1 2 3 4 5
Comment:

____

____

Course Rating (so far) 1 2 3 4 5
Comment:

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